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THE UPGRADING OF SECONDARY SCHOOL STUDENTS FROM BASIC TO GENERAL LEVEL PROGRAMS

Gerry K. Tsuji
Suzanne Ziegler
Edgar N. Wright

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155 College Street, Toronto M5T 1P6, Canada, 598-4931
Research Section (416) 591-8287

EXECUTIVE SUMMARY

On January 14, 1982, the Toronto Board of Education approved a recommendation:

> That a five-year longitudinal research project be undertaken by the Research Department into the outcomes of upgrading programs in Toronto, and the outcome for students in Basic academic programs located in such level 4/5 (General/Advanced) schools as Danforth Technical School, and that the research include in its goals the identification of reasons for students dropping out from upgrading programs or not entering level 4 (General) programs, say at Grade 11.
>
> (Board Minutes, 1982, p.33.)

In 1983, a preliminary report (Tsuji and Wright, #170) was released describing upgrading programs. Subsequently, a decision was made to follow a group of students for three years rather than five. The present report describes 460 students, some of whom (n=110) were followed for three years, and others for two.

We know that these students had been identified as the most able of their peers (that is, students in Basic level programs) and therefore the best candidates for upgrading from a Basic or mixed Basic/General level to a General level program. Hence they are not representative of all students in Basic level programs in Toronto schools.

Some of the findings are:

- Almost half of the sample (47.9% or 239) successfully upgraded to General level programs. Thirty of these had graduated.

- Almost one-third (30% or 138) of the sample remained in Basic level programs. Thirty-two of these had graduated.

- One-sixth of the sample (n=75) dropped out of school. The drop-outs were more likely to be male than female. About half of them had been upgraded before they dropped out.

- Almost all the students expressed satisfaction with their schools, particularly with academic features such as courses and teachers.

- Completion of summer school course work was a good predictor of upgrading.

- Upgrading often results in lower marks and reduced enrolment in Mathematics and English.

- Students who made frequent school-to-school moves were less likely to upgrade and more likely to drop out.

- In terms of future aspirations, students who remained in Basic level programs were more employment oriented than those who had upgraded.

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ABBREVIATIONS USED IN STUDY

Secondary Schools

BP - Bickford Park High School

BR - Brockton High School

CC - Central High School of Commerce

CF - Castle Frank High School

CT - Central Technical School

DO - Drop Out

DT - Danforth Technical School

DTB - Danforth Technical School (Special Basic Level Program) see pp. xx-xx

DTG - Danforth Technical School (Special General Level Program) see pp. xx-xx

EA - Eastdale Collegiate Institute

EC - Eastern High School of Commerce

HC - Harbord Collegiate

HS - Humberside Collegiate Institute

JC - Jarvis Collegiate Institute

LV - Lakeview Secondary School

MP - Monarch Park Collegiate Institute

NS - Northern Secondary School

NT - North Toronto Collegiate Institute

PK - Parkdale Collegiate Institute

PV - Parkview Secondary School

SC - Scadding Court

SOLE - School of Life Experiences

WEA - West End Alternative Secondary School

WP - West Park Secondary School

WTC - Western Technical-Commercial School

Levels of Study

B - Basic Level Program

G - General

B/G - Mixed Basic/General Level

DO - Dropped Out

GRAD - Graduated

OS - Outside System

1. INTRODUCTION

This report constitutes a comprehensive investigation into the phenomenon known as upgrading in Toronto secondary schools. It is a follow-up of a preliminary study carried out in 1981-1982 (Tsuji and Wright, 1983).

In 1982, the Toronto Board of Education requested that the Research Department undertake a study of upgrading as it operates in Toronto secondary schools. Upgrading refers to the process by which students who begin their high school careers taking Basic level courses/programs, eventually are advanced to more difficult General or even Advanced courses/programs.

The Board's request reflects its concern that students taking Basic level programs have avenues available to them that would allow them to take General level programs if their performances warrant such a change. It is a part of the Board's wider concerns as expressed in the mandate given to Task Force II. The request in part reads:

> (a) That a five-year longitudinal research project be undertaken by the Research Department into the outcomes of upgrading programs in Toronto, and the outcome for students in Basic academic programs located in such level 4/5 (General/Advanced) schools as Danforth Technical School, and that the research include in its goals the identification of reasons for students dropping out from upgrading programs or not entering level 4 (General) programs, say at Grade 11.
>
> (Board Minutes, 1982, p. 33.) *

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* Because Danforth Technical School was particularly mentioned in this request, data on its students is reported separately in several tables in Chapters 5 and 6.

The matter of a student's level of study is a significant one when factors such as community college and police academy entrance requirements are considered; both normally require successful completion of courses at the General level although mature students (over a certain age) are also admitted. In the job market, graduates with credits at the General level are apt to have an advantage over those graduating with credits at the Basic level. It indicates to an employer that the members of the former group have successfully completed a program of study that was more demanding. Apart from such practical considerations for the students and their families, important social factors such as status, competition and motivation can be associated with levels of study.

Although the literature in this area is limited, the interested reader is directed to several articles and reports reviewed in our preliminary study (Tsuji and Wright, 1983).

Two changes which have taken place since the preliminary report was released should be noted. The first is the reduction in the number of levels of study available to students. At the time the preliminary report was prepared, Toronto secondary schools offered courses at six levels of difficulty. Since 1984, a Ministry of Education directive has reduced that number to three. The changes are as follows (least difficult to most difficult):

1981-1982 (Preliminary Report)	1985 (Present Report)
Special Program Secondary	-
Modified	-
Basic	Basic
General	General
Advanced	Advanced
Enriched	-

The second change has been the conversion of one of the schools in the preliminary study, Parkview Secondary School, into an adult education facility, City Adult Learning Centre. A few students who were in attendance at Parkview in the preliminary study are in the present report, hence the references to that school.

The preliminary report contains information on the upgrading process which for the most part will not be repeated here. However, because of the relevance of some of the earlier discussion of the various upgrading avenues, pages 7-10 have been reproduced in Appendix A (Tsuji and Wright, 1983).

And finally, a number of tables in the present report have been constructed so as to be directly comparable to those found in any of the Grade Nine Student Surveys (e.g. Wright and Tsuji, 1984). Comparisons are not made in this report between the general Grade 9 population-at-large and those who are upgrading candidates.

2. PROCEDURES

Only students in Grades 9, 10 or 11, who were identified by their guidance counsellors, teachers, etc. as potential candidates for upgrading are included in this study. In the cases of Danforth Tech, Eastdale and some Castle Frank students, the selection would have been made in Grade 8 because these three secondary schools offer Grade 9 programs which are essentially, slightly slower-paced General level programs. In other words, the upgrading would take place during the Grade 9 year rather than between grades, often via summer school. (Further details can be found on pp. 26-28.) For the majority of other students, selection for upgrading would not take place until they had demonstrated the ability to do General level work while studying at the Basic level. Theoretically, students could upgrade in any grade although most chose to do so between Grades 9 and 10 and Grades 10 and 11. For the purposes of this report, all students who were selected for upgrading in either 1981-1982 or 1982-1983 were eligible for this study. Names of 474 students were received in the two years. (The preliminary study (Tsuji and Wright, 1983) utilized data from the first wave of students.)

The data in this report were obtained from two sources: (1) personal interviews with students; and (2) their academic records as maintained by the Board's Computer Services Department.

Interviews were conducted with as many of the 474 students as possible during the winter and early spring of 1983-1984. Initial attempts to speak to students were done on-location at the schools. For students who were not interviewed at school and for those who had dropped out, up to five attempts were made to complete interviews by telephone.

Students completed one of four interview schedules depending on what school they were attending or if they had dropped out. Because of the uniqueness of the programs at Danforth Tech, Eastdale and Castle Frank, a separate set of questions was prepared for these students. The dropouts also completed a different schedule. All other students completed a common interview schedule. The four interview schedules had in common, questions on socio-demographic background, upgrading/summer school, level-to-level moves and school changes.

English and Math marks and total accumulated credits for each student were extracted and compiled by the Computer Services Department. Only passed subjects and marks were available. Sufficient data were collected on 460 students (385 students who were still active in school at the time of the interviews and 75 drop outs).

The data were analyzed interactively on the Ontario Institute for Studies in Education's VAX/750 computer using SPSS-X programs.

3. SOCIO-DEMOGRAPHIC CHARACTERISTICS

This section presents a socio-demographic profile of the students. Some of the student characteristics introduced here are utilized in later sections of the report when they are looked at in relationship with school-related variables and outcome measures.

3.1 Place of Birth and Year/Age of Arrival to Canada

Table 1 summarizes places of birth for our two groups of students, those who were still attending school or had graduated at the time of the interviews (hereafter called active students) and those who had dropped out. There are some differences between those two groups. For example, there are proportionately more Canadian-born students among the drop outs than the active students, the figures being 76.5% and 60.0%, respectively. Apart from Canada, Europe and the Caribbean were mentioned most often as places of birth for both groups of students.

The majority of students who immigrated to Canada arrived between 1972 and 1975. See Table 2. A display of the data along two-dimensions in Table 3, shows that immigration from Europe was heaviest prior to 1976. After this date, European immigration fell but greater numbers of students from the Caribbean and to a lesser degree, South America and the Far East appear.

Table 4 shows that 43.0% of the total number of students who immigrated to Canada arrived when they were between 8 and 11 years of age. Over ten per cent of the students came to Canada when they were of preschool age. In other words, this latter group of students received all their formal education in Canadian schools.

3.2 Language

Table 5 shows that more than half (58.5%) of the students learned only English as a first language. Over one-quarter of the students learned to speak a language other than English or French as a first language.

There are fairly large differences between the figures for the two groups of students. Proportionately many more of the drop outs than active or graduated students learned only English as a first language, 78.7% and 55.2%, respectively. Also, more active students learned a language other than English or French as a first language as compared to the drop outs, 29.3% and 13.1%, respectively.

Apart from English and French, Portuguese, Italian and Greek were learned as first languages by relatively large numbers of students. Table 6 provides a complete list of individual first languages learned.

Almost all the students reported being fluent in English (either alone or in combination with French and/or another language). See Table 7. Very few students felt they were fluent in French and just 2.0% reported being fluent in another language

without also being fluent in English or French.

It is interesting to note that while almost two-thirds of all students are unilingual (English), 82.0% of the drop outs reported being fluent in English only.

With regard to languages other than English and French, fluency in Portuguese, Italian and Greek was most frequently reported. See Table 8.

Data on place of birth and first language spoken are combined and summarized in Table 9. Of the 460 students involved in the study, 43.2% were born in Canada and learned English and/or French as a first language. One-quarter of the students were not born in Canada and did not learn English and/or French as their first language.

There are fairly significant proportional differences between students who dropped out and those who were still in school. For example, more drop outs were Canadian-born and learned English and/or French as a first language as compared to those who remained in school; 59.0% and 40.7%, respectively. Also, students who did not learn English and/or French as a first language, whether Canadian-born or immigrants, are more likely to have remained in school than dropped out.

3.3 Sex

A breakdown of the data by gender in Table 10 shows that two-thirds of the active students are male. The proportion of male students increases to over 80% for the drop outs.

3.4 Family Structure

Table 11 shows that more than one-third of the students are living in family situations other than two-parent households. Over twenty per cent of the students are living in households where the mother is the only parent present.

Once again, there are fairly large differences between the two groups of students. Proportionately, more students who reported living with both parents remained in school rather than dropping out: 65.2% and 53.2%, respectively. In single parent situations, students living with their fathers are more likely to drop out than stay in school.

3.5 Socioeconomic Status

Family socioeconomic status (SES) is based on parents' occupations. Occupational typologies for males and females were developed by Blishen and McRoberts (1976) and Blishen and Carroll (1978). They are based on weighted averages of each occupation's income and education. These typologies were used to categorize occupational data in rank order from the lowest, 2, through the highest, 6. Category 1 includes pensioners, students, homemakers, the retired and the unemployed.

Socioeconomic status data are presented for both two-parent families and single-parent families in Tables 12 and 13. Table 12 shows clearly, that the two-parent families of the active students ranked relatively low on the SES scale. Almost

two-thirds of the fathers fell into the lowest SES Category 2 with an additional 9.4% appearing in the non-renumerative SES Category 1. Similarly, the mothers' occupational data shows that their incomes were very modest also. Very few parents held jobs which appear in SES Category 6.

Table 13 displays the socioeconomic status data for active students' single-parent families. The fathers held jobs which fell into the two extreme ends of the SES scale. While 46.2% of the single fathers appear in SES Category 2, almost one-quarter fall into SES Categories 5 and 6. On the other hand, approximately half of the single mothers are in the non-remunerative SES Category 1. Thirty per cent of the mothers had jobs which fell into the lowest of the ranked SES categories.

3.6 Summary

Place of Birth, Age of Arrival to Canada (3.1)

- There are proportionately more Canadian-born students among the drop outs than the active or graduated students.
- Apart from Canada, Europe and the Caribbean were mentioned most often as places of birth.
- Over forty percent of the students who immigrated to Canada, arrived when they were between 8 and 11 years of age.
- Over ten percent of the students immigrated at preschool ages.

Language (3.2)

- Almost sixty percent of all the students learned only English as a first language.
- Over one-quarter of all the students learned to speak a language other than English or French as a first language.
- Proportionately more drop outs than active students learned only English as a first language.
- Proportionately more active students learned a language other

than English or French as a first language compared to the drop outs.

- Of the languages other than English and French learned as first languages or spoken fluently, Portuguese, Italian, and Greek were the most common.

- Students who were still attending school or who had graduated when interviewed were likely to have learned a language other than English or French as a first language.

Sex (3.3)

- Two-thirds of the active students are male.

- Over eighty percent of the drop outs are male.

Family Structure (3.4)

- Less than two-thirds of all the students live at home with both parents.

- Over twenty percent of the students are living with their mothers only.

- Almost ten percent of the students are living with their fathers only.

- Students living with their fathers only are more likely to leave school than students living with their mothers only, or students living with both parents.

Socioeconomic Status (3.5)

- The socioeconomic status of most of these students' families is low.

Table 1

Place of Birth

Place	Active Students		Dropouts		Total	
	N	%	N	%	N	%
Ontario	160	43.2	31	60.8	191	45.4
Canada (not specified)	62	16.8	8	15.7	70	16.6
South America	17	4.6	3	5.9	20	4.8
Caribbean	42	11.4	3	5.9	45	10.7
Europe	66	17.8	6	11.8	72	17.1
Far East	9	2.4	0	0	9	2.1
South East Asia	5	1.4	0	0	5	1.2
Oceania	2	0.5	0	0	2	0.5
South Asia	5	1.4	0	0	5	1.2
Africa	2	0.5	0	0	2	0.5
No Information*	15	-	24	-	39	-
Total**	385	100.0	75	100.1	460	100.1

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 2

Year of Arrival of Students NOT Born in Canada

Year of Arrival	Active Students		Dropouts		Total	
	N	%	N	%	N	%
1964-1967	13	9.2	3	27.3	16	10.5
1968-1971	25	17.6	2	18.2	27	17.6
1972-1975	65	45.8	4	36.4	69	45.1
1976-1979	22	15.5	1	9.1	23	15
1980-1983	17	12	1	9.1	18	11.8
No Information*	6	-	1	-	7	-
Total**	148	100.1	12	100.1	160	100.0

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 3

Year of Arrival by Active Students' Places of Birth

Year of Arrival	Place of Birth								
	South America	Caribbean	Europe	Far East	South East Asia	Oceania	South Asia	Africa	Total (N)
1964-1967	0 %	0 %	21 %	0 %	0 %	0 %	0 %	0 %	13
1968-1971	13.3	10	25.8	0	0	50	20	50	25
1972-1975	60	47.5	43.5	44.4	0	50	60	50	64
1976-1979	20	27.5	6.5	44.4	0	0	0	0	22
1980-1983	6.7	15	3.2	11.1	100.0	0	20	0	16
No Info.* (N)	2	2	4	0	0	0	0	0	8
Total** (N)	17	42	66	9	5	2	5	2	148
(%)	100.0	100.0	100.0	99.9	100.0	100.0	100.0	100.0	

*Not included in calculation of of percentages.

**May not equal 100% because of rounding.

Table 4

Age on Arrival of Students NOT Born in Canada

Age on Arrival	Active Students		Dropouts		Total	
	N	%	N	%	N	%
3 Years of Younger	18	12.9	2	18.1	20	13.2
4-7 Years	26	18.6	1	9.1	27	17.9
8-11 Years	61	43.6	4	36.4	65	43
12-15 Years	19	13.6	3	27.3	22	14.6
16 Years or Older	16	11.4	1	9.1	17	11.3
No Information*	23	-	25	-	48	-
Total**	163	100.1	36	100.0	199	100.0

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 5

First Language Spoken

First Language Spoken	Active Students		Dropouts		Total	
	N	%	N	%	N	%
English Only	211	55.2	48	78.7	259	58.5
French Only	2	0.5	1	1.6	3	0.7
English and French	2	0.5	0	0	2	0.5
English and Another Language	54	14.1	4	6.6	58	13.1
English, French and Another Language	1	0.3	0	0	1	0.2
Another Language	112	29.3	8	13.1	120	27.1
No Information*	3	-	14	-	17	-
Total**	385	99.9	75	100.0	460	100.1

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 6

Students Speaking a Language Other than or In Addition to English or French as a First Language

Language	Active Students N	Active Students %	Dropouts N	Dropouts %	Total N	Total %
Albanian	1	0.6	0	0	1	0.6
Cantonese	2	1.2	0	0	2	1
Chinese	13	7.8	0	0	13	7.3
Egyptian	1	0.6	0	0	1	0.6
German	1	0.6	0	0	1	0.6
Greek	21	12.3	1	8.3	22	12.3
Gujarati	2	1.2	0	0	2	1
Hindi	2	1.2	0	0	2	1
Hungarian	2	1.2	0	0	2	1
Italian	45	26.9	4	33.3	49	27.4
Jamaican Creole	1	0.6	0	0	1	0.6
Macedonian	1	0.6	1	8.3	2	1
Maltese	1	0.6	0	0	1	0.6
Panjabi	1	0.6	0	0	1	0.6
Polish	1	0.6	0	0	1	0.6
Portuguese	48	28.7	4	33.3	52	29.1
Serbian	1	0.6	0	0	1	0.6
Serbo-Croatian	3	1.8	0	0	3	1.7
Spanish	12	7.2	2	16.7	14	7.8
Tagalog, Pilipino	2	1.2	0	0	2	1
Ukrainian	1	0.6	0	0	1	0.6
Vietnamese	5	3	0	0	5	2.8
No Information*	3	-	14	-	17	-
Total**	170	99.7	26	99.9	196	99.8

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 7

Students Speaking English and/or French and/or Another Language Fluently

Language	Active Students N	Active Students %	Dropouts N	Dropouts %	Total N	Total %
English Only	233	61.2	50	82	283	64
English and French	4	1.0	1	1.6	5	1.1
English and Other	133	34.9	10	16.4	143	32.4
French and Other	1	0.3	0	0	1	0.2
English, French and Another Language	1	0.3	0	0	1	0.2
Another Language	9	2.4	0	0	9	2
No Information*	4	-	14	-	18	-
Total**	385	100.1	75	100.0	460	99.9

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 8

Students Speaking a Language Other than English or French Fluently

Language	Active Students N	Active Students %	Dropouts N	Dropouts %	Total N	Total %
Albanian	1	0.7	0	0	1	0.6
Cantonese	2	1.4	0	0	2	1.3
Chinese	12	8.3	0	0	12	7.8
Egyptian	1	0.7	0	0	1	0.6
German	4	2.8	0	0	4	2.6
Greek	16	11.1	1	10	17	11
Greek Macedonian	1	0.7	0	0	1	0.6
Gujarati	1	0.7	0	0	1	0.6
Hindi	2	1.4	0	0	2	1.3
Hungarian	2	1.4	0	0	2	1.3
Italian	33	22.9	4	40	37	24
Jamaican Creole	1	0.7	0	0	1	0.6
Latvian	1	0.7	0	0	1	0.6
Macedonian	2	1.4	1	10	3	1.9
Maltese	1	0.7	0	0	1	0.6
Panjabi	2	1.4	0	0	2	1.3
Polish	1	0.7	0	0	1	0.6
Portuguese	41	28.5	4	40	45	29.2
Serbian	1	0.7	0	0	1	0.6
Serbo-Croatian	2	1.4	0	0	2	1.3
Spanish	10	6.9	0	0	10	6.5
Tagalog, Pilipino	2	1.4	0	0	2	1.3
Ukrainian	1	0.7	0	0	1	0.6
Vietnamese	4	2.8	0	0	4	2.6
No Information*	3	-	14	-	17	-
Total**	144	100.1	10	100.0	154	99.4

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 9

Place of Birth and First Language Spoken

	Active Students		Dropouts		Total	
	N	%	N	%	N	%
Born in Canada Eng. and/or Fr. First Language	156	40.7	36	59.0	192	43.2
Born in Canada Eng. and/or Fr. NOT First Language	66	17.2	3	4.9	69	15.5
NOT Born in Canada Eng. and/or Fr. First Language	59	15.4	13	21.3	72	16.2
NOT Born in Canada Eng. and/or Fr. NOT First Language	102	26.6	9	14.8	111	25.0
No Information*	2	-	14	-	16	-
Total**	385	99.9	75	100.0	460	99.9

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 10

Sex of Students

Sex	Active Students		Drop Outs		Total	
	N	%	N	%	N	%
Male	257	66.8	62	82.7	319	69.3
Female	128	33.2	13	17.3	141	30.7
Total	385	100.0	75	100.0	460	100.0

Table 11

Family Structure

Family Structure	Active Students		Dropouts		Total	
	N	%	N	%	N	%
Both Parents	238	65.2	25	53.2	263	63.8
Mother Only	81	22.2	6	12.8	87	21.1
Father Only	26	7.1	10	21.3	36	8.7
Guardian	8	2.2	3	6.4	11	2.7
Group Home	3	0.8	2	4.3	5	1.2
Independent	9	2.5	1	2.1	10	2.4
No Information*	20	-	28	-	48	-
Total**	385	100.0	75	100.1	460	99.5

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 12

Socioeconomic Status of Two-Parent Families of Active Students

SES Category	Illustrative Occupations	SES Based on Father's Occupation	SES Based on Mother's Occupation
1	pensioner, student, homemaker, retired, unemployed	9.4%	43.2%
2	newsboy, labourer, truck driver, waiter, carpenter, orderly	62.3	40.0
3	shipping clerk, welder, dancer, engraver, teller, cashier	14.2	10.0
4	mail carrier, musician, typist, most foremen, real estate sales, tool and die occupations	8.5	4.1
5	social worker, writer, draftsman, psychologist, elementary school teacher	4.7	2.3
6	chemist, pilot, accountant, lawyer, physician, secondary school teacher	0.9	0.5
No Information*(N)		26	18
Total** (N)		238	238
(%)		100.0	100.1

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 13

Socioeconomic Status of Single-Parent Families of Active Students

SES Category	SES Based on Father's Occupations	SES Based on Mother's Occupations
1	30.8%	48.6%
2	46.2	29.7
3	0	8.1
4	0	8.1
5	15.4	5.4
6	7.7	0
No Information* (N)	13	7
Total** (N)	26	81
(%)	100.1	99.9

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

4. ACADEMIC HISTORY

This section presents information on where in the school system these students originated. Data are also given on the kinds of options students had in selecting their secondary schools, why certain decisions were made, and students' satisfaction with their choices.

4.1 Feeder Schools

Students were tracked back to their Grade 8 feeder schools. Table 14 displays the data on active students along two dimensions, secondary schools attended at the time of the interviews and the Grade 8 feeder schools. Almost 20% of the students came from Metro Separate School Board feeder schools.

A similar pattern is exhibited by the data on drop outs. See Table 15. Again, almost 20% of the drop outs came from Metro Separate School Board feeder schools.

4.2 Program Differences and Perceptions of Secondary School Choices (CF, DT and EA)

Three of the secondary schools in this study, Castle Frank, Danforth Tech and Eastdale, offer unique programs to their students. However, the entrance requirements for Danforth Tech and Eastdale are somewhat higher and therefore more restrictive. That is to say, students who do not pass Grade 8 normally have their choice of secondary schools limited to those offering primarily Basic level programs such as Bickford Park or Lakeview.

Students who pass Grade 8 and are promoted to secondary school normally have a wider range of schools from which to choose including collegiates such as Eastdale, Riverdale or Humberside; technical schools such as Danforth Tech or Central Tech; and commercial schools such as Eastern Commerce or Central Commerce. However, each year, some students who pass Grade 8 are weak in one or two core subjects and are therefore unprepared to move on to regular General or Advanced level secondary school programs. In response to the academic needs of these students, Castle Frank, Danforth Tech and Eastdale established programs to assist them.

Castle Frank - F.L.A.P.: Castle Frank is a secondary school which offers primarily Basic level programs mostly to students transferred from Grade 8. However, the FLAP (Four-level Advanced Program) was designed for students who, although not having been promoted to secondary school, have generalized ability across all curriculum areas and have fallen just below the promotion threshold. These students are expected to be able to perform satisfactorily at the General level by Grade 10.*

Danforth Tech: Danforth Tech specializes in shop subjects and offers most of its curriculum at the General and Advanced levels of study. However, since 1981-1982 when Danforth Tech introduced a variation on its General level technical program, Grade 9 students have been able to take one Basic level course (either English or Math) to ease their transition into full General level programs.* + Also, in 1982-1983, Danforth Tech established a

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* In Chapter Five, we refer to this program as a mixture of basic and general level courses (B/G).

\+ In Tables 16 - 21, this program is described as "Danforth Tech (General)".

Grade 9 Basic level program with two options for students who were not Grade 8 promotees.

(1) Basic level - English, Math, Science, History and Music
General level - Physical and Health Education two technical credits.

(2) Basic level - English, Math, Science and History
General level - Physical and Health Education and Art two technical credits.

The ability level of these students is generally below that of the FLAP students at Castle Frank. Danforth Tech's Basic level program was designed for students who were unsuccessful in grade 8, but have good motivation, good work habits, good attendance, and have exhibited the potential to do work at the General level. They would be functioning at the Grade 6 level in either English or Math.*

Eastdale - Booster 9: Eastdale is a collegiate which offers a General and Advanced level curriculum. In addition, Eastdale has established a Grade 9 General level class for students performing marginally well in one or two courses. The so-called Booster 9** provides intensified instruction in these weak subjects (i.e. 3 periods/day to work on two credits). While these students were promoted from Grade 8, they would have difficulty gaining admission into regular collegiate programs.

Table 16 shows how students perceived their options for these three secondary schools after Grade 8. While the students would theoretically have had some choice in this matter, the majority felt that they did not. This perceived lack of choice may reflect an attempt by guidance counsellors, teachers,

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* Source: Fairmount Park P.S. correspondence, 1983 and interview with L. L. Fick, 1983).

** In Chapter Five we refer to this program as a mixture of basic and general level courses (B/G).

parents, etc., to direct students into programs deemed most appropriate to their strengths and weaknesses.

As one would expect, a larger proportion of students in Danforth Tech's General level program and Eastdale's General level Booster 9 felt they had some choice in their secondary school options. Although the number of Castle Frank respondents is small, none felt they had a choice as to what secondary school they attended after Grade 8.

4.3 Reasons for Secondary School Choices (CF, DT and EA)

Students were also asked why they made the choices they did. One would expect that, given the lack of choice expressed by these students, a direct probe into their decision-making process would reflect the perceptions of Table 16. However, a large number of students described a fairly wide range of factors that went into their decisions. Clearly, while students perceived a limited number of secondary school choices after Grade 8, they were able to provide a variety of reasons for making their choices whether as a rationalization or upon reflection after-the-fact. Table 17 lists all the reasons given by students. A preference for specific courses or levels was mentioned 77 times. More than three-quarters of the responses from General level Danforth Tech students cited reasons related directly to the program. Several (66.7%) responses indicated a preference for the Basic level program at Danforth Tech (essentially a General/Advanced level school) rather than schools offering primarily Basic level courses. These responses tend to

support the notion that a status-related hierarchy of secondary schools exists for students. Of the Eastdale students, 42.9% of the responses pertained to the small size of the school as being a factor in their decisions. As well, over one-quarter of the Eastdale students' responses mentioned proximity to home as a consideration. Indeed, proximity to home was the second most common reason given by all the students.

4.4 External Influences on Secondary School Choices (CF, DT and EA)

Students were asked about other external influences on their choice of secondary school. Table 18 shows that most students did not take the opinions of others into consideration when selecting a secondary school. Castle Frank aside (the N is small), students entering Danforth Tech's Basic level program either sought out or were given advice from others more often than those in the essentially General level program at Danforth Tech and Eastdale. It is possible that entry into Basic level program may be seen as an option about which people are more strongly opinionated either for or against. Or it may be that because of the newness of the program, more information was sought on it by students. Conversely, entry into General level programs appears to elicit less interest or concern from others.

4.5 Satisfaction with Secondary School Choices (CF, DT and EA)

The students in these three schools (Castle Frank, Danforth Tech and Eastdale) were asked if they were pleased with their

choice of secondary school. Students were allowed to give two reasons. Of the 170 responses received, 142 (91.6%) were postive, i.e. the students were satisfied with their choice of schools. See Table 19. Most students were pleased with one or more academic aspects of school such as courses and teachers. The social aspects of school were mentioned second most frequently as a source of satisfaction. Also, social factors were cited frequently by those who were displeased with their secondary school selections.

4.6 Perception of Program Differences (CF, DT and EA)

The students were asked if they were aware of any differences between their programs and those of other students. Table 20 shows that the students in Eastdale and Castle Frank were least aware of the differences between their programs and those of the other students in their respective schools. Students at Danforth Tech were somewhat more aware of differences between themselves and other Danforth Tech students.

Students who were aware of program differences were then asked to elaborate on the nature of the differences. Of the relatively few students who responded to this question, most felt that the difference between their program and that of others in the same grades, lay in their level of difficulty. See Table 21. It is interesting to find that many students in Danforth Tech's General level program feel their program to be more difficult than other Danforth Tech students in the same grade, when in actual fact it is easier to the extent of the one Basic level

course they are taking. This paradox may be the result of these students working at or near full capacity or realizing they are in a "special" program and equating the uniqueness of the program with difficulty. Moreover, 40.0% of the respondents in Danforth Tech's Basic level program believed that their program was more difficult when in fact they were taking the majority of that school's Basic level courses.

4.7 Input Into Upgrading Process (Excl. CF, DT, EA Students)

Students other than those attending Castle Frank, Danforth Tech and Eastdale were asked two questions regarding who they spoke to about upgrading their program. In the first, they were asked who they approached about upgrading and in the second, they were asked if anyone approached them. Both results are summarized in Table 22. Clearly, when a discussion about upgrading is student-initiated, it is most often with a guidance counsellor. Thus, it would seem that guidance counsellors have been quite successful in making students feel comfortable about approaching them regarding such matters as upgrading. When the issue is introduced by someone other than the student, it is most often a guidance counsellor or one of the student's teachers. It is noteworthy that 44% of the students (n=119) reported no consultation at school about upgrading.

About forty-five percent of the recommendations made to these students were to go to summer school and upgrade. See Table 23. An additional 20.7% were told to upgrade without summer school. Very few students were told not to upgrade.

These students were also asked who they spoke to outside of school regarding the upgrading of their programs. Table 24 shows that over half of these students did not speak with anyone. By a wide margin, the remaining students spoke most often with their parents about the possibility of upgrading, followed by friends, relatives and siblings. Everyone spoken to recommended that an attempt be made to upgrade with virtually equal proportions suggesting the summer school and non-summer school paths to General level programs. See Table 25.

4.8 Summary

Feeder Schools (4.1)

- Almost 20% of the students came from Metro Separate School Board feeder schools.

Program Differences and Choices (4.2 to 4.6)

Because of unique programs offered at Castle Frank, Danforth Tech and Eastdale, a set of additional questions was included for students attending these schools.

- Students at these three schools generally perceived a lack of choice as to which secondary schools they could attend after grade 8; those at Eastdale and Danforth Tech's General level program felt they had more options.
- Reasons given for secondary school choices indicated preferences for specific courses and programs, small school size, and proximity to home.
- Outside opinions such as those that might be offered by a parent or friend were not significant to the secondary school selection process of grade 8 students. This was especially true of students who went to the General level programs at Danforth Tech and Eastdale.
- Eastdale and Castle Frank students were least aware of differences between their programs and those of most students at their respective schools. The differences were usually expressed in terms of program difficulty.

- Almost all the students expressed satisfaction with their respective schools, particularly with academic features such as courses and teachers.

Input Into Upgrading Process (4.7)

Most students who were attending schools other than Castle Frank, Danforth Tech and Eastdale would not have had in-home upgrading opportunities available to them. In other words, these students would have had to have made inquiries, make decisions and take action if they wanted to investigate upgrading possibilities.

- Students spoke most often with guidance counsellors and teachers who recommended that they upgrade, usually via summer school. Many students did not discuss upgrading with any school staff.

- Many students did not speak to anyone outside of school regarding upgrading but of those who did, parents were consulted most often.

Table 14

Grade 8 Feeder Schools by Active Students' Current Secondary School

Secondary School	Grade 8 Feeder School: Alexander Muir / Gladstone	Annette	Deer Park	Earl Beatty	Earl Grey	Essex	Fairmount Park	Fern	Givins	Glen Ames	Glenview	Hodgson	Jesse Ketchum	Kent	King Edward	Lord Dufferin	Lord Lansdowne	Osler	Park	Parkdale	Queen Alexandra	Runnymede	Ryerson	Sunnyview	Winchester	Winona	Woodfield	External Board of Education: East York	Metro Separate	North York	York	Outside Metro	No Information	Total (N)	Total (%)
Schools Offering Primarily Basic Level Programs																																		
Bickford Park	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	1	0	2	0	0	0	0	1	0	0	2	0	0	7	0	0	0	0	17	4.4
Brockton	1	0	0	0	0	3	0	1	1	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	9	0	0	0	1	19	4.9
Castle Frank	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	1	0	2	0	0	0	1	0	1	0	0	0	1	0	4	13	3.4
Heydon Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.3
Lakeview	1	0	0	18	7	0	5	0	0	4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0.3
West Park	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	6	0	1	0	0	0	11	1	4	0	0	2	3	65	16.9
Schools Offering Primarily General Level Programs																																			
Central Commerce	0	0	0	0	1	4	0	0	0	0	0	0	0	1	2	3	5	0	2	0	1	0	1	0	0	0	0	0	4	0	0	4	0	28	7.3
Central Tech	0	0	0	0	0	6	0	1	1	1	0	0	1	2	2	2	2	0	0	3	0	0	0	0	0	0	0	0	13	0	0	0	1	35	9.1
Danforth Tech	0	0	0	13	14	0	11	0	0	4	0	0	0	0	0	7	0	0	2	0	10	1	0	0	2	0	13	4	22	1	0	1	1	106	27.5
Eastdale	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	8	0	0	0	1	0	4	0	0	0	0	0	0	20	5.2
Eastern Commerce	0	0	0	2	5	0	4	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	2	17	4.4
Humberside	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3	0.8
Monarch Park	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	1	7	1.8
North Toronto	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.3
Northern	0	0	1	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	7	1.8
Parkdale	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0.5
SOLE	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.3
West Toronto	2	0	0	0	0	0	0	1	0	0	0	0	0	2	0	3	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	9	2.3
Western Tech	0	1	0	0	0	3	0	0	1	0	0	0	1	3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4	1	0	2	1	18	4.7
Other Boards of Education																																			
East York	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	5	1.3
North York	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0.5
York	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	4	1.0
Other																																			
Scadding Court	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Total (N)	4	3	1	35	30	18	22	4	5	10	2	2	4	11	7	21	7	3	7	4	27	2	3	1	5	2	30	8	70	5	1	12	19	385	
(%)	1.1	0.8	0.3	9.6	8.2	4.9	6.0	1.1	1.4	2.6	0.5	0.5	1.1	3.0	1.9	5.7	1.9	0.8	1.9	1.1	7.4	0.5	0.8	0.3	1.4	0.5	8.2	2.2	19.1	1.4	0.3	3.3			99.8

Table 15

Grade 8 Feeder Schools by Dropouts' Last Secondary School Attended

Secondary School	Grade 8 Feeder School																External Board of Education				Total	
	Alexander Muir/ Gladstone	Annette	Earl Beatty	Earl Grey	Fairmount Park	Fern	Givins	Glen Ames	Hodgson	Kent	Osler	Queen Alexandra	Ryerson	Winchester	Woodfield	East York	Metro Separate	North York	Outside Metro	No Information	(N)	(%)
Schools Offering Primarily Basic Level Programs																						
Bickford Park	0	1	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	0	1	1	7	9.3
Brockton	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	1	5	6.7
Castle Frank	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	2.7
Lakeview	0	0	5	1	2	0	0	2	1	0	0	2	0	0	0	1	1	0	0	1	16	21.3
West Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2.7
Schools Offering Primarily General Level Programs																						
Central Tech	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1.3
CONTACT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1.3
Danforth Tech	0	0	0	2	1	1	0	2	0	0	0	3	1	1	1	1	5	0	0	10	28	37.3
Eastern Commerce	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	2.7
Monarch Park	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	4	5.3
Parkview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	2.7
West Toronto	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	2.7
Western Tech	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	3	4.0
Total (N)	1	1	6	5	4	2	1	4	1	2	1	7	3	1	1	2	11	1	3	18	75	
(%)	1.8	1.8	10.5	8.8	7.0	3.5	1.8	7.0	1.8	3.5	1.8	12.3	5.3	1.8	1.8	3.5	19.3	1.8	5.3			100.4

Table 16

Perception of Secondary School Choice - Castle Frank, Danforth Tech and Eastdale

Perceived a Choice of Secondary School	Castle Frank (F.L.A.P.)	Danforth Tech (Basic)	Danforth Tech (General)	Eastdale (Booster 9)	Total (N)
Yes	0%	35.5%	81.8%	58.8%	66
No	100.0	64.5	18.2	41.2	44
No Information* (N	6	3	5	2	16
Total (N)	13	34	60	19	126
(%)	100.0	100.0	100.0	100.0	

*Not included in calculation of percentages.

Table 17

Reason for Secondary School Choice - Castle Frank, Danforth Tech and Eastdale

Reason	Castle Frank (F.L.A.P.)	Danforth Tech (Basic)	Danforth Tech (General)	Eastdale (Booster 9)	Total (N)
Wanted Specific Program/Level	42.9%	66.7%	77.8%	7.1%	77
Close to Home	0	2.8	9.5	28.6	11
Recommendation of Gr. 8 School/No Choice	28.6%	8.4%	3.2%	7.1%	8
Recommendation of Friends, Parents, Relatives	0%	5.6%	8%	7.1%	8
Preferable to Schools Offering Primarily Basic Level Programs	0%	16.7%	0%	0%	6
Wanted Small School	0%	0%	0%	42.9%	6
Not First Choice	28.6%	0%	0%	7.1%	3
Easier Entry to College	0%	0%	1.6%	0%	1
No Information* (N)	8	3	6	5	22
Total** (N)	15	39	69	19	142
(%)	100.1	100.2	100.1	99.9	

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 18

External Influences on Secondary School Choices
- Castle Frank, Danforth Tech and Eastdale

Influences	Castle Frank (F.L.A.P.)	Danforth Tech (Basic)	Danforth Tech (General)	Eastdale (Booster 9)	Total (N)
Parents	25%	21.9%	7%	6.3%	14
Friend, Relative	0	12.5	7	12.5	10
Sibling	0	3.1	12.3	6.3	9
Teacher	0	12.5	0	6.3	5
Grade 8 Principal	0	6.3	0	0	2
No One	75	43.8	73.7	68.8	73
No Information* (N)	5	4	5	3	17
TOTAL** (N)	13	36	62	19	130
(%)	100.0	100.1	100.0	100.2	

*Not included in calculation of percentages

**May not equal 100% because of rounding.

Table 19

Satisfaction with Choice of Secondary School
- Castle Frank, Danforth Tech and Eastdale

Pleased About Secondary School Choice - Reason	Castle Frank (F.L.A.P.)	Danforth Tech (Basic)	Danforth Tech (General)	Eastdale (Booster 9)	Total (N)
Y-Like Courses, Teachers, School Generally	44.4%	52.1%	58.7%	52.1%	85
Y-Many Friends, Small School	33.3	6.3	13.3	21.7	21
Y-Able to Do Well	0	4.2	4	21.7	10
Y-X-Curricular Activities	0	8.3	6.7	0	9
Y-Better Future Options	0	8.3	1.3	0	5
Y-Treated like Adult	11.1	0	1.3	0	2
Y-Job Placement Assistance	0	0	1.3	0	1
Y-Not Specified	0	4.2	8	4.3	9
N-Low School Spirit	0	2.1	0	0	1
N-Boring	0	2.1	0	0	1
N-No Friends	0	2.1	0	0	1
N-No Girls in School	0	0	1.3	0	1
N-Not Specified	11.1	2.1	1.3	0	3
Uncertain	0	8.3	2.7	0	6
No Information* (N)	6	2	4	3	15
Total** (N)	15	50	79	26	170
(%)	99.9	100.1	99.9	99.8	

*Not included in calculation of percentages
**May not equal 100% because of rounding.
NOTE: Students were allowed to give up to two responses.

Table 20

Awareness of Program Differences
- Castle Frank, Danforth Tech and Eastdale

Aware of Differences	Castle Frank (F.L.A.P.)	Danforth Tech (Basic)	Danforth Tech (General)	Eastdale (Booster 9)	Total (N)
Yes	28.6%	46.9%	42.9%	12.5%	43
No	71.4	53.1	55.4	87.5	67
Uncertain	0	0	1.8	0	1
No Information* (N)	6	2	4	3	15
Total** (N)	13	34	60	19	126
(%)	100.0	100.0	100.1	100.0	

*Not included in calculation of percentages

**May not equal 100% because of rounding.

Table 21

Perceived Program Differences
- Castle Frank, Danforth Tech and Eastdale

Perceived Differences	Castle Frank (F.L.A.P.)	Danforth Tech (Basic)	Danforth Tech (General)	Eastdale (Booster 9)	Total (N)
Mine is Harder	0%	40%	70.8%	0%	23
Mine is Easier	100	60	16.7	0	14
Mine is Less Flexible	0	0	8.3	0	2
Teachers Expect More	0	0	4.2	0	1
More Help Available	0	0	0	100	1
No Information* (N)	13	19	34	7	73
Total (N)	14	34	58	8	114
(%)	100.0	100.0	100.0	100.0	

*Not included in calculation of percentages

NOTE: Students were allowed to give up to two responses.

Table 22

Persons Spoken to About Upgrading, Active Students
(excluding CF, DT and EA)

Person Spoken to	Student-initiated N	Student-initiated %	Other-initiated* N	Other-initiated* %
Guidance Counsellor	105	43	69	28.2
Teacher	15	6.1	51	20.9
Principal/Vice-principal	3	0	2	0
Consultant	0	0	1	0
Can't Recall	2	0	3	0
No One	119	48.7	118	48.4
No Information** (N)	28	-	27	-
Total***	244	97.8%	255	97.5%

*"Other-initiated" includes guidance counsellors, teachers, etc.

**Not included in calculation of percentages.

***May not equal 100% because of rounding.

NOTE: Students were permitted two responses each for student-initiated contacts and other-initiated contacts.

Table 23

Recommendations Made Regarding Upgrading
(excluding CF, DT and EA)

Recommendations	N	%
Summer School - Upgrade	131	44.6
No Summer School - Upgrade	61	20.7
Change Schools	42	14.3
Get High Marks - Upgrade	40	13.6
Repeat Year - Upgrade	9	3.1
No Summer School - Don't Upgrade	6	2
Summer School - Don't Upgrade	5	1.7
No Information*	57	-
Total	351	100.0

*Not included in calculation of percentages.

Note: Students were allowed four responses.

Table 24

External Influences on Decision to Upgrade
(excluding CF, DT and EA)

Influences	N	%
Parents	72	28.2
Friend, Relative	22	8.6
Sibling	21	8.2
Other	2	0.8
No One	138	54.1
No Information*	27	-
Total**	282	99.9

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Note: Students were allowed four responses.

Table 25

Recommendations Made by External Parties Regarding Upgrading
(excluding CF, DT and EA)

Recommendations	N	%
Summer School - Upgrade	26	33.3
No Summer School - Upgrade	25	32.1
Change Schools	21	26.9
No Summer School - Upgrade	4	5.1
Repeat Year - Upgrade	2	2.6
No Information*	102	-
Total**	180	100.0

*Not included in calculation of percentages.

Note: Students were allowed four responses.

5. CURRENT ACADEMIC PERFORMANCE

Academic performance in this section refers to the level-to-level and school-to-school changes made by students in addition to the usual analysis of marks. A successful outcome would be one where a student who began in a Basic level program upgraded to the General level and stayed there. In addition, the academic and social adjustments necessitated by upgrading are examined. Finally, students' reactions to their present school situations are presented.

5.1 Level-to-level Movement Patterns

Full movement histories of every student were constructed and tabulated in Tables 26 and 27. Of the active students, 54% upgraded from Basic or mixed Basic/General level programs, with an additional 7.8% going through to graduation. 31.4% of the active students made no changes from the Basic level programs. Seventeen (4.4%) students who upgraded to General level courses eventually returned to Basic level programs including four who graduated. Twenty (5.2%) students dropped out at some point and later returned to school, including three who continued on to graduation.

Table 27 shows that 73% of the drop outs left school without making any attempts to upgrade their program. Danforth Tech accounts for 38.6% of all the drop outs, although Danforth students are only 28.5% of the whole sample. Another finding is that almost twenty percent of all the students had dropped out

once before.

5.2 Level-to-level Movement Patterns and Socio-demographic Characteristics

A number of the socio-demographic characteristics introduced in Section 3 of this report are tabled against level-to-level movement histories. For example, Table 28 shows a slightly greater tendency for students who arrived in Canada after 1967 to have upgraded. The percent per three year period after 1967 is between 58% and 62%, whereas only 46% of the 1964-67 respondents upgraded.

These data are used to calculate the ages at which students immigrated to Canada. Table 29 reveals a relationship between age on arrival and the propensity to upgrade. For example, 50.0% of the students who moved to Canada before 4 years of age upgraded; 57.7% of the 4-7 year old group; 63.3% of the 8-11 year old group and 75.0% of the oldest group upgraded their programs. In other words, students who moved to Canada at an older age were more likely to upgrade than those who immigrated as young children.

Place of birth and first language(s) spoken are combined and tabled against level-to-level movement patterns in Table 30. Of the active non-Danforth Tech students who upgraded, proportionately more were not born in Canada and did not learn English and/or French as a first language. Conversely, of the students who made no changes in level of study, the majority were native-born and learned English and/or French as a first language. Of the Danforth Tech students (where the Ns are large

enough for interpretation), the majority who remained in Basic level programs were born in Canada and learned English and/or French as a first language.

Family structure appears to share a relationship with a student's level-to-level movement. Table 31 shows that active students from two-parent families are more likely to upgrade their programs of study from Basic to General than students living in other family situations. Students who did not attempt to upgrade appear to be slightly over-represented in the single-parent categories. More than one-third of the students living with their mothers only did not upgrade. In addition, 46.1% of the students who resided with their fathers only made no moves from Basic level programs.

Table 32 lists the schools attended at the time of the interviews for the active students and the last school attended by drop outs by sex. Clearly, the populations-at-large at these schools are reflected in the upgrading population. For example, the technical schools (CT, DT and WTC) are attended primarily by male students. Similarly, the commercial schools (CC and EC) appeal to proportionately many more females than males.

Sex is introduced as an independent variable for level-to-level movements in Tables 33 and 34. Sex-related level-to-level movement differences are evident among active students. For example, Table 33 shows that proportionately more female students upgrade from Basic to General level programs than males, the respective figures being 45.3% and 36.5%. Relatively equal proportions of males (4.8%) and females (6.4%) had dropped out of school at some point.

Because most of the drop outs are male, (leaving only 13 females) comparisons between the two groups are not attempted. See Table 34. However, of the male students, almost a third (31.1%) left school directly from Basic level programs. Almost twenty percent had dropped out once prior to this last time.

5.3 Level-to-level Movement Patterns and School Satisfaction

By the time of the interviews, many students had upgraded while others had remained in Basic level programs. Table 35 reports the reactions of the active students to their current schools. By wide margins, proportionately more students felt positive about attending one of the technical schools. However, more than half of the students who said they were experiencing academic difficulties were also attending a technical school. It is interesting to note that few of the 55 students who upgraded to collegiates mentioned having any academic difficulties. Furthermore, none of the collegiate students found their programs too easy or boring. Well over half of the students who remained in Basic level programs said their courses were boring or too easy.

Students were asked how they felt about their present situations at school. Their responses are tabled against the level-to-level movement patterns in Table 36. Clearly, most students had positive feelings about their individual circumstances; 274 of the responses (almost eighty percent) were positive. Forty-five (13.1%) of the responses referred to academic difficulties experienced by the students. More

specifically, with regard to level-to-level moves, those who upgraded found their General level programs to be satisfactory, interesting and challenging and at the same time acknowledged their academic difficulties. Also, proportionately more students who did not upgrade reported being bored and finding the work too easy. Generally, regardless of the level-to-level histories of the students, the majority had positive feelings about school.

5.4 School-to-school Movement Patterns

Complete school-to-school histories were constructed for every student and are presented in Tables 37 (graduates), 38 (active students) and 39 (drop outs).

Table 37 displays the school-to-school movements of the 62 students who had graduated by the time of the interviews (i.e. accumulated 27 or more credits). Lakeview (LV, CT LV, DO LV and DT LV) with 17 graduates, Bickford Park (BP), Central Commerce (CC) and Western Tech-Comm (WTC and WP WTC) with 8 each contributed most to the total. Of these 62 students, 30 had graduated from General level programs. More generally, the data suggest that students who make a minimum number of school-to-school moves are more likely to graduate. (Compare Tables 37 and 38.) For example, of the students who moved to and graduated from General level programs, all but two made just a single school-to-school move. It is interesting to note that only 3 students had dropped out at some time prior to graduation. In short, graduates are a fairly stable group of students.

School-to-school histories compiled for the drop outs are presented in Table 38. Of these 75 students, 34 (45.3%) dropped out of schools offering primarily General/Advanced level programs (excluding DTB). The majority of these students dropped out of Danforth Tech. More than one-half of the students who dropped out, upgraded their programs at some point prior to leaving school.

Stability appears to be a factor for these students. For example, a number of these students made several school-to-school changes and 14 (18.7%) had dropped out, returned to school and dropped out again. Therefore, instability of this sort seems to point to students who are at-risk with regard to the successful completion of secondary school.

Of the 323 active students who had not graduated by the time of the interviews, 201 (62.2%) were attending schools which offered primarily General/Advanced level programs (excluding DTB). See Table 39. Apart from Danforth Tech (DT, DTB and DTG) and Eastdale (EA), the schools receiving proportionately greater numbers of upgraded students are Central Tech (CT) with 29, Central Commerce (CC) with 20 and Eastern Commerce (EC and BP EC) with 14. There are several prominent Basic to General links evident, e.g. Brockton (BR) to Central Tech (CT), Bickford Park (BP) to Central Commerce (CC), Lakeview (LV) to Eastern Commerce (EC) and Brockton (BR) to Western Tech (WTC). Collegiates tended to be under-represented as destinations for these students, because of their Advanced and General level orientation.

Although 62.2% of these students were in schools offering primarily General/Advanced level programs by the time of the interviews, 26.6% were still in schools offering primarily Basic level programs (including some who had upgraded and subsequently returned to Basic level programs). The upgrading process was in some way not appropriate for, or accessible to, these students.

It may be noted that these students seem to be more mobile than those who graduated, many having made several school-to-school moves. Also, 17 (5.3%) of these students had dropped out at some time during their secondary school years.

5.5 Frequency of School Moves

Stability has been alluded to as an indicator of possible outcomes in the above sections. Table 40 looks at the level movement data as a frequency over time to provide a slightly different perspective on stability. We would expect that most students who upgrade their programs would have to change schools as a result. Residential changes would also account for a number of school transfers. While arbitrarily setting the at-risk threshold frequency at 3 or more schools/unit time, (that is, students who attend more than three different schools/unit time are academically at-risk) Table 40 shows that students who changed schools frequently were slightly more likely to drop out than remain in school. Note also, that 11 (14.7%) of the drop outs left during the first year of secondary school.

The frequency of school moves is tabulated against level-to-level histories in Table 41, resulting in the emergence of some modest trends. For example, of the fourth year secondary school students, those who changed schools less often upgraded from Basic to General level more frequently (52.6%) than those who changed schools more often (35.7%). Similarly, proportionately more stable students graduated after four years of secondary school compared to a much lower graduation rate for students who attended 3 or more schools in 4 years.

5.6 Marks and Accumulated Credits

Parts of the preceding analysis focussed on absolute outcome measures such as drop out and graduation rates. This section deals with the performance of students as measured by marks before and after upgrading and the number of credits successfully completed.

Pre-upgrading and post-upgrading English and Math marks for students who made the move from Basic to General level programs between Grades 9-10 and 10-11 are displayed in Tables 42 and 43. These students appear to be somewhat more competent in Math than English regardless of the grade or level. Another trend common to both tables is the decline in marks following the move to the General level. For example, 44.2% of the students who upgraded between Grades 9 and 10 (Table 42) had final grade 9 English marks of 80% or higher. A year later and one level higher, only 9.6% of the students managed final English marks of 80% or higher. However, the No Information category increased from four

to twenty students. The same pattern of lower marks and probably many more failures or smaller enrollment following upgrading also holds true for students who upgraded between grades 10 and 11. See Table 43.

Data on accumulated credits was supplied by the Board's Computer Services Department. They are complete up to the final marks for the school year 1983-1984 and consistent with the time frame of the present study. Credits or parts thereof were acquired for courses successfully completed. Students were generally expected to complete 7-8 credits each year. The Secondary School Graduation Diploma is awarded upon completion of 27 or more credits.

Tabulations of Basic and General level credits are presented in Tables 44 and 45. They show that 32 students accumulated sufficient Basic level credits to graduate and 30 students had enough General level credits to graduate. Because all the students (except for the drop outs) would have completed at least one year of school by the time they were interviewed, they would be expected to have completed up to 9 credits. However, 7.2% of the active students taking Basic level courses and 6.9% of the students taking General level programs had completed less than 9 credits. Also, almost all the drop outs left school before they had completed the equivalent of two years of credits. Clearly, these students were not successfully completing credits at the generally expected rate.

The 385 students who were still active when interviewed are listed in Tables 46 and 47 according to what level program they were in at the time. The expected pattern for both groups would

find the majority of the students in Year 2 completing 9.00-17.99 credits, Year 3 students completing 18.00-26.99 credits and Year 4 students graduating with 27.00 or more credits. Students who seemingly have acquired credits at a faster pace than that described above actually brought credits with them from years spent in outside school systems. On the other hand, these tables show the rate at which students begin to fall behind. For example, by Year 4, 16.7% of the students taking Basic level programs can be thought of as being roughly 2 years behind in terms of accumulated credits; only 7.2% of those studying at the General level are 2 years or more behind.

5.7 Post-Upgrading Academic and Social Adjustments (excl. CF, DT and EA Students)

Students who upgraded from Basic to General level programs were asked what academic adjustments had to be made for their new level of study. Because most instances of upgrading necessitated a change of schools, students were also asked about any social adjustments required by the move.

Table 48 shows that the majority of the students regardless of when they upgraded, experienced some academic adjustment difficulties. The most often mentioned adjustment was in the increased amount of homework assigned in General level courses. (Teachers of Basic level courses tend to assign little if any homework to students). The greater difficulty of General level work was also mentioned frequently.

Conversely, most students made a smooth social transition to their new classes and schools. Table 49 shows that many students had friends and/or relatives at their new schools to reduce the possibility of experiencing difficult social adjustments. Equally, interesting is what was not mentioned. For example, no student mentioned being stigmatized as a student coming from a Basic level school. Also, race, ethnicity and sex were not mentioned as factors of social adjustment.

Tables 50 (grade 10) and 51 (grade 11) display the post-upgrading social adjustments broken down by sex. The responses of the grade 10 students shows that almost equal proportions of males and females found the social adjustments associated with upgrading to be easy (82.4% and 79.3%) or hard (17.6% and 20.7%). Clearly, students who upgraded between grades 9 and 10 experienced little difficulty in adjusting socially to their new environment.

Table 51 reveals a fairly similar pattern for students who upgraded between grades 10 and 11. Although proportionately more female students than male students experienced difficulties in social adjustment (20.8% and 10% respectively) most students of both genders found the transition to be easy (90% of the males and 79.1% of the females).

Many of these students said the social transition was easy because they had friends/relatives in their new schools. Indeed, these friends/relatives may in part, account for these students wanting to upgrade.

With regard to academic adjustments, more grade 10 and grade 11 upgraded males experienced difficulties than their female counterparts. See Tables 52 and 53. In grade 10, 92.3% of the male students' responses indicated a difficult academic transition compared to 77.2% of the females' responses. The respective grade 11 figures are 90.9% (males) and 81.0% (females). The reason for the differences may lie in the possibility of better preparedness by female students for work at the General level, that female students may be stronger students to begin with or that female students may be quicker to adapt to the General level.

5.8 Summary

Level-to-level Movement Patterns (5.1)

- More than one-half of all the active students had successfully upgraded from Basic or mixed Basic/General level programs, including a number who graduated.
- Almost one-third of the active students made no attempt to upgrade their programs and several upgraded but later returned to Basic level programs.
- Proportionately more drop outs than active students made no attempts to upgrade.
- Almost twenty percent of the drop outs had left school on at least one prior occasion.

Socio-Demographic Characteristics (5.2)

- Age upon immigration to Canada appears to have a direct relationship to the propensity of students to upgrade. Older immigrants were more likely to upgrade than younger ones.
- Students who were not born in Canada and who learned a language other than English or French as a first language were more likely to upgrade than Canadian-born students who learned English or French as their first language.

- Students in two-parent families are more likely to upgrade than those living with their mothers-only and particularly those living with their fathers-only.

- Proportionately more female than male students upgrade.

- Most drop'outs are male.

School Satisfaction (5.3)

- Most students are positive about school.

- Upgraded students, especially those who moved to technical schools, generally found school to be challenging and interesting but more difficult.

- Few students who moved on to the collegiates mentioned academic difficulties and none said collegiate programs were too easy or boring.

- Students who remained in Basic level programs often said school was boring and the work easy.

School-to-school Movement Patterns (5.4)

- Sixty-two students graduated, 32 from Basic level programs and 30 from General level programs.

- The fewer school-to-school moves made by students, the more likely they are to graduate and the less likely to drop out.

- Most upgraded students moved to Central Tech, Central Commerce and Eastern Commerce; very few students transferred to collegiates.

- Almost one-half of the drop outs left General level programs.

- A number of drop outs had made more than what might be considered a "safe" number of school-to-school moves.

Frequency of Moves (5.5)

- The likelihood of upgrading is inversely related to the frequency of school-to-school moves made.

- The likelihood of dropping out is directly related to the frequency of school-to-school moves made.

Marks and Credits (5.6)

- Upgrading often results in lower marks and reduced enrollment in Math and English.

- From the first year of secondary school, some students begin to fall behind in their rate of completing credits. By Year 4, 16.7% of the students in Basic level programs are 2 years behind in terms of credit accummulation as are 7.2% of those in General level programs.

- Almost all the drop outs had left school before completing the equivalent of two years of credits.

Post-Upgrading Adjustments (5.7)

- Upgraded students had to make few social adjustments.

- The majority experienced some academic adjustment difficulties including more homework and harder work.

- More males than females experienced academic adjustment difficulties.

Table 26

Level Movement History of Active Student

Movement	B - Basic Level G - General Level B/G - Mixed Basic/ General Level	DO - Dropped Out GRAD - Graduated OS - Outside System	N	%
Active Students with No Drop Out History				
	B-B		60	15.7
****	B-G		107	27.9
	B-G-B		11	2.9
	B-OS		2	0.5
	B/G-B		2	0.5
****	B/G-B-G		3	0.8
	B/G-B-G-B		1	0.3
****	B/G-G		16	4.2
Active Students with History of Dropping Out				
	B-DO-B		5	1.3
	B-G-DO-B		1	0.3
****	B-G-DO-G		3	0.8
	B-OS-DO-OS		1	0.3
	B/G-B-DO-B		1	0.3
****	B/G-B-G-DO-G		1	0.3
	B/G-DO-B		3	0.8
****	B/G-DO-G		2	0.5
Graduates				
	B-G-B-GRAD		4	1
	B-G-GRAD		30	7.8
****	B-GRAD		25	6.5
	B-DO-B-GRAD		2	0.5
	B/G-DO-B-GRAD		1	0.3
Danforth Tech*				
	B-B		22	5.7
****	B-G		11	2.9
	B-OS		2	0.5
	B/G		66	17.2
	B/OS		1	0.3
No Information**			2	-
Total***			385	100.1

*No Danforth Tech students were eligible for graduation by this time. The oldest cohort were of grade 11 age.
**Not included in calculation of percentages.
***Does not equal 100% because of rounding.
****Students who upgraded.

Table 27

Level Movement History of Dropouts

	Movement	N	%
	B-DO	24	32.4
	B-G-B-DO	1	1.4
***	B-G-DO	7	9.5
***	B-DO-B-DO	3	4.1
***	B-DO-B-G-DO	1	1.4
***	B-DO-G-DO	2	2.7
***	B/G-B-G-DO	1	1.4
***	B/G-B-DO-B-G-DO	1	1.4
	B/G-B-DO-B-DO	1	1.4
	B/G-B-G-DO-B-DO	1	1.4
	B/G-DO-B-DO	1	1.4
***	B/G-DO-B-G-DO	1	1.4
	OS-B-DO-B-DO	1	1.4
	Danforth Tech		
	B-DO	6	8.1
***	B-G-DO	1	1.4
***	B-DO-G-DO	1	1.4
	B/G-B-DO	2	2.7
	B/G-DO	18	24.3
***	B/G-DO-G-DO	1	1.4
	No Information*	1	-
	Total**	75	100.1

*Not included in calculation of percentages.

**Does not equal 100% because of rounding.

***Students who were in upgraded programs at the time they dropped out.

Table 28

Level Movement Pattern by Active Immigrant Students' Year of Arrival to Canada

	Movement	Year of Arrival					No Info.	Total (N)
		1964-67	1968-71	1972-75	1976-79	1980-83		
	B-B	38.5%	0 %	14.1%	9.5%	11.8%	0%	18
***	B-G	23.1	41.7	45.3	42.9	47.1	0	59
	B-G-B	0	4.2	4.7	0	0	0	4
	B-DO-B	7.7	0	1.6	4.8	0	0	3
***	B-G-DO-G	0	0	1.6	0	0	0	1
	B-OS-DO-OS	0	4.2	0	0	0	0	1
***	B/G-B-G	0	0	0	0	17.6	0	3
***	B/G-G	0	4.2	1.6	0	0	0	2
***	B/G-B-G-DO-G	0	0	0	4.8	0	0	1
	B-G-B-GRAD	0	0	3.1	0	0	0	2
***	B-G-GRAD	23.1	16.7	14.1	14.3	11.8	0	21
	B-GRAD	7.7	4.2	4.7	4.8	5.9	0	7
	Danforth Tech							
	B-B	0	4.2	1.6	4.8	0	0	3
	B-G	0	0	1.6	4.8	0	0	2
***	B/G-G	0	20.8	6.3	9.5	5.9	0	12
	No Info.*	0	0	1	0	0	8	9
	Total** (N)	13	24	65	21	17	8	148
	(%)	100.1	100.2	100.3	100.2	100.1		

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

***Students who upgraded.

Table 29

Level Movement Pattern by Active Immigrant Students' Age at Arrival to Canada

	Movement Pattern	Age of Arrival 0-3 Yrs.	4-7 Yrs.	8-11 Yrs.	12-15 Yrs.	16+ Yrs.	No Info.	Total (N)
	B-B	22.2%	11.5%	13.3%	10.5%	6.3%	0%	18
***	B-G	27.8	42.3	48.3	31.6	50	0	59
	B-G-B	5.6	11.5	0	0	0	0	4
	B-DO-B	5.6	0	1.7	5.3	0	0	3
***	B-G-DO-G	0	0	1.7	0	0	0	1
	B-OS-DO-OS	0	3.8	0	0	0	0	1
***	B/G-B-G	0	0	0	10.5	6.3	0	3
***	B/G-G	5.6	0	1.7	0	0	0	2
***	B/G-B-G-DO-G	0	0	1.7	0	0	0	1
	B-G-B-GRAD	0	0	1.7	5.3	0	0	2
***	B-G-GRAD	22.2	15.4	13.3	15.8	12.5	0	21
	B-GRAD	0	7.7	5	5.3	6.3	0	7
	Danforth Tech							
	B-B	5.6	3.8	1.7	0	0	0	3
***	B-G	0	0	0	0	12.5	0	2
***	B/G-G	5.6	3.8	10	15.8	6.3	0	12
	No Info.	0	0	1	0	0	8	9
	Total** (N)	18	26	61	19	16	8	148
	(%)	100.2	99.8	100.1	100.1	100.2		

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

***Students who upgraded.

Table 30

Level Movement History of Active Students
by Place of Birth and First Language Spoken

Movement	Born in Canada English/French First Lang.	Born in Canada English/French NOT First Lang.	NOT Born in Canada English/French First Lang.	NOT Born in Canada English/French NOT First Lang.	No Info. *	Total (N)	Total (%) **
B-B	42.4	20.3	11.9	25.4	1	60	100.0
*** B-G	27.1	12.1	23.4	37.4	0	107	100.0
B-G-B	54.5	9.1	9.1	27.3	0	11	100.0
B-OS	100.0	0	0	0	0	2	100.0
B-DO-B	40.0	0	40.0	20.0	0	5	100.0
B-G-DO-B	100.0	0	0	0	0	1	100.0
*** B-G-DO-G	66.7	0	0	33.3	0	3	100.0
B-OS-DO-OS	0	0	100.0	0	0	1	100.0
B/G-B	50.0	0	0	50.0	0	2	100.0
*** B/G-B-G	0	0	0	100.0	0	3	100.0
B/G-B-G-B	100.0	0	0	0	0	3	100.0
*** B/G-G	62.5	12.5	6.2	18.7	0	16	100.0
B/G-B-DO-B	100.0	0	0	0	0	1	100.0
*** B/G-B-G-DO-G	0	0	0	100.0	0	1	100.0
B/G-DO-B	0	66.7	0	33.3	0	3	99.9
*** B/G-DO-G	50.0	50.0	0	0	0	2	100.0
B-G-B-GRAD	25.0	0	25.0	50.0	0	4	100.0
*** B-G-GRAD	16.7	13.3	20.0	50.0	0	30	100.0
B-GRAD	44.0	20.0	12.0	24.0	0	25	100.0
B-DO-B-GRAD	100.0	0	0	0	0	2	100.0
B/G-DO-B-GRAD	100.0	0	0	0	0	1	100.0
Danforth Tech							
B-B	72.7	13.6	4.5	9.1	0	22	99.9
*** B-G	36.4	45.4	0	18.2	0	11	100.0
B-OS	50.0	0	54.0	0	0	2	100.0
*** B/G-G	50.8	27.7	13.8	7.7	1	66	100.0
B/G-OS	0	0	100.0	0	0	1	100.0
No Info.	1	0	0	1	0	2	
Total	156	66	59	102		385	

* Not included in calculation of percentages.

** May not equal 100% because of rounding.

*** Students who upgraded.

Table 31

Level Movement Pattern of Active Students by Family Structure

	Movement	Family Structure						No Info.	Total (N)
		Both Parents	Mother Only	Father Only	Guard-ian	Group Home	Inde-pendent		
	B-B	13.1%	20%	23.1%	0 %	33.3%	22.2%	4	60
***	B-G	31.2	25	19.2	25	0	11.1	5	107
	B-G-B	2.1	5	0	0	0	22.2	0	11
	B-OS	0	1.3	0	0	0	0	1	2
	B-DO-B	0.4	0	3.8	12.5	0	0	2	5
	B-G-DO-B	0.4	0	0	0	0	0	0	1
***	B-G-DO-G	0.8	1.3	0	0	0	0	0	3
***	B-OS-DO-OS	0.4	0	0	0	0	0	0	1
	B/G-B	0.8	0	0	0	0	0	0	2
***	B/G-B-G	0.8	0	3.8	0	0	0	0	3
	B/G-B-G-B	0	1.3	0	0	0	0	0	1
***	B/G-G	4.6	3.8	0	12.5	0	0	1	16
	B/G-B-DO-B	0.4	0	0	0	0	0	0	1
***	B/G-B-G-DO-G	0.4	0	0	0	0	0	0	1
	B/G-DO-B	1.3	0	0	0	0	0	0	3
***	B/G-DO-G	0.4	0	0	0	0	0	0	2
	B-G-B-GRAD	0.4	1.3	0	0	0	22.2	0	4
***	B-G-GRAD	8.9	5	7.7	25	33.3	0	0	30
	B-GRAD	6.8	3.8	7.7	0	0	22.2	2	25
	B-DO-B-GRAD	0	1.3	0	12.5	0	0	0	2
	B/G-DO-B-GRAD	0.4	0	0	0	0	0	0	1
	Danforth Tech								
	B-B	3.8	11.3	11.5	0	0	0	0	22
***	B-G	3.8	2.5	0	0	33.3	0	0	11
	B-OS	0	1.3	0	0	0	0	1	2
***	B/G-G	1.3	16.3	19.2	12.5	0	0	3	66
	B/G-OS	17.3	0	0	0	0	0	1	1
	No Info.*	1	1	0	0	0	0	0	2
	Total (N)	238	81	26	8	3	9	20	385
	**(%)	99.8	100.5	99.8	100.0	99.9	99.9		

*Not included in calculation of percentages.
**May not equal 100% because of rounding.
***Students who upgraded.

Table 32

Sex Breakdown by School

School	Active Students		Drop Outs		Total	
	M	F	M	F	M	F
Schools Offering Primarily Basic Level Programs						
BP	2.3%	8.6%	4.8%	30.8%	2.8%	10.6%
BR	5.8	3.1	8.1	0	6.3	2.8
CF	2.3	5.5	3.2	0	2.5	5
HP	0	0.8	0	0	0	0.7
LV	13.2	24.2	17.7	38.5	14.1	25.5
PV	0	0	1.6	7.7	0.3	0.7
WP	0.8	1.6	1.6	7.7	0.9	2.1
Schools Offering Primarily General/Advanced Level Programs						
CC	2.7	16.4	0	0	2.2	14.9
CON	0	0	1.6	0	0.3	0
CT	12.5	2.3	1.6	0	10.3	2.1
DT	41.3	0	43.5	7.7	41.7	0.7
EA	3.5	8.6	1.6	7.7	2.8	7.8
EC	1.9	9.4	0	0	1.9	9.2
HS	0.4	1.6	0	0	0.3	1.4
MP	1.6	2.3	6.5	0	2.5	2.1
NS	0.4	4.7	0	0	0.3	4.3
NT	0	0.8	0	0	0	0.7
PK	0	1.6	0	0	0	1.4
SOLE	0	0.8	0	0	0	0.7
WT	1.6	3.9	3.2	0	1.9	3.5
WTC	6.6	0.8	4.8	0	6.3	0.7
OS	3.2	3.2	0	0	2.5	2.8
Total (N)	257	128	62	13	319	141
* (%)	100.1	100.2	99.8	100.1	99.9	99.7

*May not equal 100% because of rounding.

Table 33

Level Movement Pattern of Active Students by Sex

	Movement	M	F	Total (N)
	B-B	12.2%	22.6%	60
***	B-G	25.9	32	107
	B-G-B	2	4.7	11
	B-OS	0	1.6	2
	B-DO-B	1.6	0.8	5
	B-G-DO-B	0	0.8	1
***	B-G-DO-G	0.4	1.6	3
	B-OS-DO-OS	0.4	0	1
	B/G-B	0.4	0.8	2
***	B/G-B-G	0	2.3	3
	B/G-B-G-B	0.4	0	1
***	B/G-G	2.7	7	16
	B/G-B-DO-B	0	0.8	1
***	B/G-B-G-DO-G	0.4	0	1
	B/G-DO-B	0.8	0.8	3
***	B/G-DO-G	0.4	0.8	2
	B-G-B-GRAD	1.2	0.8	4
***	B-G-GRAD	5.9	11.7	30
	B-GRAD	4.7	10.1	25
	B-DO-B-GRAD	0.4	0.8	2
	G-DO-B-GRAD	0.4	0	1
	Danforth Tech			
	B-B	8.6	0	22
***	B-G	4.3	0	11
	B-OS	0.8	0	2
***	B/G-G	25.9	0	66
	B/G-OS	0.4		1
	No Info.*	1	0	2
	Total (N)	257	128	385
	**(%)	100.2	100.0	

*Not included in calculation of percentages.
**May not equal 100% because of rounding.
***Students who upgraded.

Table 34

Level Movement History of Dropouts by Sex

	Movement	M	F	Total (N)
	B-DO	21.3%	84.6%	24
	B-G-B-DO	1.6	0	1
***	B-G-DO	11.5	0	7
	B-DO-B-DO	4.9	0	3
***	B-DO-B-G-DO	1.6	0	1
***	B-DO-G-DO	1.6	7.8	2
***	B/G-B-G-DO	1.6	0	1
***	B/G-B-DO-B-G-DO	0	7.8	1
	B/G-B-DO-B-DO	1.6	0	1
	B/G-B-G-DO-B-DO	1.6	0	1
	B/G-DO-B-DO	1.6	0	1
	B/G-DO-B-G-DO	1.6	0	1
	OS-B-DO-B-DO	1.6	0	1
	Danforth Tech			
	B-DO	9.8	0	6
	B-G-DO	1.6	0	1
***	B-DO-G-DO	1.6	0	1
	B/G-B-DO	3.3	0	2
	B/G-DO	29.5	0	18
***	B/G-DO-G-DO	1.6	0	1
	No Information*	1	0	1
	Total (N)	62	13	75
	**(%)	99.5	100.2	

*Not included in calculation of percentages.

**Does not equal 100% because of rounding.

***Students who were in an upgraded program when they dropped out.

Table 35

Feelings About Current School Situations, Active Students

Current School	Reactions					No Info.*	Total	
	Satisfactory	Interesting, Challenging	Socially Fit in Well	Academic Difficulty	Boring-Too Easy		(N)	(%)**
Commercial	72.3	8.5	4.3	12.8	2.1	4	51	100.0
Technical	57.1	10.3	10.3	15.6	6.5	21	175	99.8
Collegiate	67.3	14.3	8.2	10.2	0	6	55	100.0
Other	66.7	0	0	33.3	0	0	3	100.0
Did Not Upgrade	61.3	5.0	8.8	7.5	17.5	46	126	100.1
Outside	63.6	9.1	0	27.3	0	4	15	100.0
Total	213	32	29	45	25	81	425	

* Not included in calculation of percentages.

** May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 36

Level-to-level Movement Pattern by Feelings About School,

Active Students

Movement	Positive Feelings: Satisfactory	Positive Feelings: Interesting, Challenging	Positive Feelings: Socially Fit in Well	Negative Feelings: Academic Difficulties	Negative Feelings: Boring, Too Easy	No Information (N)	Total (N)
B-B	10.4%	6.2%	13.8%	13.6%	28%	25%	66%
*** B-G	28.9	34.4	20.7	45.5	12	21	122
B-G-B	2.4	0	0	2.3	8	1	2
B-OS	0.5	0	0	0	0	1	2
B-DO-B	0	0	0	0	4	4	5
B-G-DO-B	0	0	0	0	4	0	1
*** B-G-DO-G	1.4	3.1	0	2	0	0	5
B-OS-DO-OS	0.5	0	0	0	0	0	1
B/G-B	0	0	0	0	0	2	2
*** B/G-B-G	1.4	0	0	0	0	0	4
B/G-B-G-B	0	0	0	0	4	0	1
*** B/G-G	6.6	0	6.9	0	0	0	16
B/G-B-DO-B	0	0	0	0	0	1	1
*** B/G-B-G-DO-G	0.5	0	0	0	0	0	1
B/G-DO-B	0.9	0	0	0	0	1	3
*** B/G-DO-G	0.5	0	3.4	0	0	0	2
B-G-B-GRAD	1.4	0	0	0	4	0	4
*** B-G-GRAD	7.6	18.7	6.9	18.2	0	4	36
B-GRAD	6.2	6.2	10.3	0	4	7	26
B-DO-B-GRAD	0.9	0	0	0	0	0	2
B/G-DO-B-GRAD	0	0	0	0	0	1	1
Danforth Tech							
B-B	8.1	6.2	3.4	0	8	2	24
*** B-G	2.8	12.5	0	4.5	0	0	12
B-OS	0	0	0	0	4	1	2
*** B/G-G	18.5	12.5	34.5	13.6	20	6	70
B/G-OS	0	0	0	0	0	1	1
No Info. *	2	0	1	1	0	2	5
Total (N)	213	32	29	45	25	81	425
** (%)	99.5	99.8	99.9	100.0	100.0		

*Not included in calculation of percentages
**May not equal 100% because of rounding.
***Students who upgraded.

NOTE: Students were allowed to give up to two responses.

Table 37

School of Origin by Route to Graduation*

School of Origin	Schools Offering Primarily Basic Level Programs										Schools Offering Primarily General/Advanced Level Programs										Total
	BP	BR	WTC BR	WP WTC BR	CF	LV	CT LV	DO** LV	DT LV	CC	CT	DT	EA	EC	MP	NS	PK	HS WT	WTC	WP WTC	
BP	7	0	0	1	0	0	0	0	0	6	0	0	1	0	1	1	1	0	1	0	19
BR	0	2	1	0	0	0	0	0	0	0	3	0	0	0	0	0	0	1	5	0	12
CF	0	0	0	0	3	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	5
DT	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
HP	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	3
LV	0	0	0	0	0	11	1	2	1	0	0	0	0	1	0	0	0	0	0	0	16
PV	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	3
WP	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	2
OS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	8	2	1	1	3	12	1	3	1	8	5	1	1	3	1	1	1	1	7	1	62

*Last named school on horizontal axis of table is the school graduated from. For example, one student (circled) who started out at Lakeview (LV) moved to Danforth Tech (DT) but eventually returned to Lakeview (LV) from which he graduated.

** DO = dropped out.

Table 38

School of Origin by Dropouts' Last School(s) Attended*

School of Origin	BP	DO BP	BR	CT WP BR	OS BR DO BR	CF	LV	DO LV	LV DO WP LV	CON LV CON DO LV	PV	WP	WT DO WP CT	DT	LV DT	PV LV DO LV DT	DTB	DTG	DO DTG	EC	DO EC	MP	DO EC MP	MP DO MP	WT	DO BR WT	WTC	Total
BP	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
BR	0	0	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6
CF	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	3
LV	0	0	0	0	0	0	9	2	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	0	0	16
PV	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	5
WP	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	4
CON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
CT	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
DT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
DTB	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	6
DTG	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	16	0	0	0	1	0	1	0	0	1	23
MP	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
OS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	6	1	3	1	1	2	12	3	1	1	2	2	1	2	1	1	6	17	1	1	1	2	1	1	1	1	3	75

Last School Attended

Schools Offering Primarily Basic Level Programs

Schools Offering Primarily General/Advanced Level Programs

* The last named school on the horizontal axis of the table is the school dropped out from. For example, one student circled who started out at Bickford (BP), dropped out (DO) returned to school at Bickford (BP) and dropped out again. Another student who started out at West Park (WP), went to Western Tech-Commerce (WTC) before dropping out.

Table 39

School of Origin by School Attended/Moved to at Time of Interview*

	Schools Offering Primarily Basic Level Programs																					
School of Origin	BP	CC BP	DO BP	PV WP DO BR BP	BR	CT BR	OS BR	WTC BR	CF	EA CF	NS CF	WP WEA CF	HP	LV	CT LV	DO LV	LV DO LV	LV EC LV	MP DO LV	OS LV	WP	DO WP
BP	6	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BR	0	1	0	1	8	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CF	0	0	0	0	0	0	0	0	4	0	1	0	0	1	0	1	0	0	0	0	0	1
HP	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
LV	0	0	0	0	0	0	0	0	0	1	0	0	0	33	1	1	0	0	1	3	0	0
PV	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
WP	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
CC	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
DT	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0
DTB	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0
DTG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EC	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
HC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEA	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
WT	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WTC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
OS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Info.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	6	1	1	1	11	2	1	1	5	1	1	1	1	37	1	4	1	1	1	3	2	2

*Last named school on horizontal axis of table is the school attended at the time of the interview. For example, two students (circled), who started out at Brockton (BR), moved to Central Tech but eventually returned to Brockton (BR).

Table 39 (cont'd.)

School of Origin by School Attended/Moved to at Time of Interview

School of Origin	Schools Offering Primarily General/Advanced Level Programs																				
	CC	BR CT DO CC	CT	DT	DTB	DTG	EA	DO EA	EC	BP EC	HS	CT DO HS	PK HS	MP	CF MP	BP CF MP	NS	CF NS	NS DO NS	PK	WEA SC
BP	10	0	4	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	1	0
BR	6	0	20	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0
CF	3	0	0	5	0	0	0	0	3	0	0	0	0	1	0	0	4	0	0	0	1
HP	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LV	0	0	0	5	0	0	2	0	7	0	0	0	0	1	0	0	0	0	0	0	0
PV	0	0	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WP	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
CON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DT	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
DTB	0	0	0	0	20	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DTG	0	0	1	0	0	59	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0
EA	0	0	0	0	0	0	14	1	0	0	0	0	0	0	0	0	0	0	0	0	0
EC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
WEA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
WT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WTC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OS	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
No Info.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	20	1	29	11	20	70	18	2	13	1	1	1	1	4	1	1	5	1	1	1	1

Table 39 (cont'd.)

School of Origin by School Attended/Moved to at Time of Interview

	Schools Offering Primarily General/Advanced Level Programs								
School Of Origin	EC DO EC SOLE	WT	CT WT	WTC	OS	BP OS	OS DO OS	No Info.	Total
BP	0	3	0	1	2	0	0	0	32
BR	0	4	0	6	0	1	0	0	53
CF	1	0	0	0	1	0	0	0	27
HP	0	0	1	0	0	0	0	0	4
LV	0	1	0	0	1	0	1	0	58
PV	0	0	0	0	1	0	0	0	6
WP	0	0	0	1	1	0	0	0	7
CC	0	0	0	0	0	0	0	0	2
CON	0	0	0	0	0	0	0	0	1
DT	0	0	0	0	0	0	0	0	4
DTB	0	0	0	0	1	0	0	0	34
DTG	0	0	0	0	4	0	0	0	67
EA	0	0	0	0	0	0	0	0	15
EC	0	0	0	0	0	0	0	0	2
HC	0	0	0	0	0	0	0	0	1
JC	0	0	0	0	0	0	0	0	1
WEA	0	0	0	0	0	0	0	0	1
WT	0	0	0	0	0	0	0	0	1
WTC	0	0	0	0	0	0	0	0	1
OS	0	0	0	0	0	0	0	0	2
No Info.	0	0	0	0	0	0	0	4	4
Total	1	8	1	8	11	1	1	4	323

Table 40

Frequency of School-to-school Moves

Frequency of Moves	Active Students		Dropouts		Total	
	N	%	N	%	N	%
1-2 sch./4 yrs.	95	24.7	9	12	104	22.7
3 or more sch./4 yrs.	14	3.6	4	5.3	18	3.9
1-2 sch./3 yrs.	157	40.9	28	37.3	185	40.3
3 or more sch./3 yrs.	4	1	2	2.7	6	1.3
1-2 sch./2 yrs.	112	29.2	20	26.7	132	28.8
3 or more sch./2 yrs.	2	0.5	1	1.3	3	0.7
1-2 sch./1 yr.	0	0	11	14.7	11	2.4
No Information*	1	-	0	-	1	-
Total** (N)	385	100.0	75	100.0	460	100.1

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 41

Level Movement Pattern of Active Students by Frequency of School-to-school Moves

	Movement	Frequency of School Changes						No Info.	Total (N)
		1-2 sch./ 4 yrs.	3-4 sch./ 4 yrs.	1-2 sch./ 3 yrs.	3-4 sch./ 3 yrs.	1-2 sch./ 2 yrs.	3-4 sch./ 2 yrs.		
	B-B	14.7%	14.3%	14.2%	0%	19.6%	0 %	0%	60
***	B-G	24.2	7.1	36.8	25	21.4	50	0	107
	B-G-B	2.1	7.1	1.3	50	3.6	0	0	11
	B-OS	0	0	0	0	1	50	0	2
	B/G-B	2.1	0	0	0	0	0	0	2
***	B/G-B-G	0	14.3	0	25	0	0	0	3
	B/G-B-G-B	0	7.1	0	0	0	0	0	1
***	B/G-G	0	0	6.5	0	5.3	0	0	16
	B-DO-B	1	7.1	1.9	0	0	0	0	5
	B-G-DO-B	1	0	0	0	0	0	0	1
***	B-G-DO-G	1	14.3	0	0	0	0	0	3
	B-OS-DO-OS	0	0	0.6	0	0	0	0	1
	B/G-B-DO-B	1	0	0	0	0	0	0	1
***	B/G-B-G-DO-G	0	7.1	0	0	0	0	0	1
	B/G-DO-B	1	0	0.6	0	1	0	0	3
***	B/G-DO-G	0	0	0.6	0	1	0	0	2
	B-G-B-GRAD	2.1	7.1	0.6	0	0	0	0	4
***	B-G-GRAD	27.4	14.3	1.3	0	0	0	0	30
	B-GRAD	20	0	2.6	0	1.8	0	0	25
	B-DO-B-GRAD	2.1	0	0	0	0	0	0	2
	B/G-DO-B-GRAD	0	0	0.6	0	0	0	0	1
	Danforth Tech								
	B-B	0	0	0.6	0	17.9	0	1	22
***	B-G	0	0	0	0	9.8	0	0	11
	B-OS	0	0	0	0	1.8	0	0	2
***	B/G-G	0	0	31	0	16.1	0	0	66
	B/G-OS	0	0	0.6	0	0	0	0	1
	No Info.* (N)	0	0	2	0	0	0	0	2
	Total (N)	95	14	157	4	112	2	1	385
	**(%)	99.7	99.8	99.8	100.0	100.3	100.0		

*Not included in calculation of percentages.
**May not equal 100% because of rounding.
***Students who upgraded.

Table 42

Comparison of Pre-Upgrading Grade 9 and
Post-Upgrading Grade 10 English and Math Marks

Marks	Pre-Upgrading Grade 9 Basic		Post-Upgrading Grade 10 General	
	English	Math	English	Math
50% - 59%	5.8%	8.7%	33.7%	34.2%
60% - 69%	12.8	9.8	42.2	30.3
70% - 79%	37.2	33.7	14.5	18.4
80% or higher	44.2	47.8	9.6	17.1
No information* (N)	10	4	13	20
TOTAL (N)	96	96	96	96
(%)	100.0	100.0	100.0	100.0

*Not included in calculation of percentages. Students scoring below 50% are not recorded on the student data base, and would fall into this category.

Table 43

Comparison of Pre-Upgrading Grade 10 and Post-Upgrading Grade 11 English and Math Marks

Marks	Pre-Upgrading Grade 10 Basic		Post-Upgrading Grade 11 General	
	English	Math	English	Math
50% - 59%	22.6%	8%	55.9%	30%
60% - 69%	30.2	34	26.5	35%
70% - 79%	24.5	32	17.6	20%
80% or higher	22.6	26	0	15%
No information*	1	4	20	34
TOTAL (N)	54	54	54	54
** (%)	99.9	100.0	100.0	100.0

*Not included in calculation of percentages. Students scoring below 50% are not recorded on the student data base, and would fall into this category.

**May not equal 100% because of rounding.

Table 44

Accumulated Credits by Students in Schools Offering Primarily Basic Level Courses

Accumulated Credits	Active Students		Dropouts		Total	
	N	%	N	%	N	%
0-8.99	10	7.2	14	35	24	13.4
9.00-17.99	54	38.8	22	55	76	42.5
18.00-26.99	43	30.9	4	10	47	26.3
27.00 or more	32	23	0	0	32	17.9
No Information*	3	-	0	-	3	-
Total**	142	99.9	40	100.0	182	100.1

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 45

Accumulated Credits by Students in Schools Offering Primarily General Level Courses

Accumulated Credits	Active Students		Dropouts		Total	
	N	%	N	%	N	%
0-8.99	16	6.9	20	62.5	36	13.7
9.00-17.99	75	32.5	10	31.3	85	32.3
18.00-26.99	110	47.6	2	6.3	112	42.6
27.00 or more	30	13	0	0	30	11.4
No Information*	12	-	2	-	14	-
Total**	243	100.0	34	100.1	277	100.0

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 46

Accumulated Credits by Years in School for Students in Schools Offering Primarily Basic Level Courses

Accumulated Credits	Years in School			No Info. (N)	Total (N)
	2	3	4		
0-8.99	15.1%	2.7%	0%	1	10
9.00-17.99	75.5	16.2	16.7	0	54
18.00-26.99	5.7	64.9	33.3	0	43
27.00 or more	3.8	16.2	50	0	32
No Information*	0	0	3	0	3
Total (N)	53	37	51	1	142
** (%)	100.1	100.0	100.0		

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 47

Accumulated Credits by Years in School for Students in Schools Offering Primarily General Level Courses

Accumulated Credits	Years in School			No Info. (N)	Total (N)
	2	3	4		
0-8.99	16.7%	4.3%	1.8%	0	16
9.00-17.99	75	23.5	5.4	0	75
18.00-26.99	8.3	70.4	42.9	0	110
27.00 or more	0	1.7	50	0	30
No Information*	1	7	1	3	12
Total (N)	61	122	57	3	243
** (%)	100.0	99.9	100.1		

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

Table 48

Academic Adjustment of Active Students who Upgraded from Basic to General Level Programs* By Grade

Academic Adjustment	General Level Grade 10	11	12	Total (N)
Hard - More Homework	41.6%	38.6%	37.5%	67
Hard - Work More Difficult	28.1	29.9	37.5	49
Hard - Teachers Expect More	16.8	17.1	0	27
Easy - Less Homework	1.1	1.4	12.5	3
Easy - Work Less Difficult	0	0	12.5	1
Easy - Teachers Better	0	1.4	0	1
Easy - No Reasons Specified	12.3	11.4	0	19
No Information** (N)	16	32	2	50
Total (N)	105	102	10	217
*** (%)	99.9	99.8	100.0	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. Many of these students are in unique programs which by their nature would reduce academic adjustment after upgrading. (See text.)

**Not included in calculation of percentages.

***May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 49

Social Adjustment of Active Students who Upgraded from Basic to General Level Programs* By Grade

Social Adjustment	General Level Grade 10	11	12	Total (N)
Hard - No Friends/Relatives at New School	15.9%	9%	0%	14%
Hard - No Reason Specified	3.2	9	25	7
Easy - Friends/Relatives at New School	46	34.1	0	44
Easy - No Reason Specified	34.9	47.7	75	46
No Information** (N)	12	9	0	21
Total (N)	75	53	4	132
*** (%)	100.0	99.8	100.0	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. These students are in unique programs which by their nature would reduce social adjustment after upgrading. (See text.)

**Not included in calculation of percentages.

***May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 50

Social Adjustment of Active Grade 10 Students who Upgraded from Basic to General Level Programs* By Sex

Social Adjustments	M	F	Total (N)
Hard - No Friends/Relatives at New School	11.7%	20.7%	10
Hard - No Reason Specified	5.9	0	2
Easy - Friends/Relatives at New School	41.2	51.7	29
Easy - No Reason Specified	41.2	27.6	22
No Information** (N)	11	6	17
Total (N)	45	35	80
*** (%)	100.0	100.0	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. These students are in unique programs which by their nature would reduce social adjustment after upgrading. (See text.)

**Not included in calculation of percentages.

***May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 51

Social Adjustment of Active Grade 11 Students who Upgraded from Basic to General Level Programs* By Sex

Social Adjustments	M	F	Total (N)
Hard - No Friends/Relatives at New School	10%	8.3%	4
Hard - No Reason Specified	0	12.5	3
Easy - Friends/Relatives at New School	50	20.8	15
Easy - No Reason Specified	40	58.3	22
No Information** (N)	8	1	9
Total (N)	28	25	53
*** (%)	100.0	99.9	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. These students are in unique programs which by their nature would reduce social adjustment after upgrading. (See text.)

**Not included in calculation of percentages.

***May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 52

Academic Adjustment of Active Grade 10 Students who Upgraded from Basic to General Level Programs* By Sex

Academic Adjustment	M	F	Total (N)
Hard - More Homework	48.1%	34.3%	37
Hard - Work More Difficult	25	28.6	23
Hard - Teachers Expect More	19.2	14.3	15
Easy - Less Homework	0	2.9	1
Easy - No Reason Specified	7.7	20	11
No Information** (N)	11	5	16
Total (N)	63	40	103
*** (%)	100.0	100.1	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. Many of these students are in unique programs which by their nature would reduce academic adjustment after upgrading. (See text.)

**Not included in calculation of percentages.

***May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 53

Academic Adjustment of Active Grade 11 Students who Upgraded from Basic to General Level Programs* By Sex

Academic Adjustment	M	F	Total (N)
Hard - More Homework	42.4%	35.1%	27
Hard - Work More Difficult	27.3	32.4	21
Hard - Teachers Expect More	21.2	13.5	12
Easy - Less Homework	0	2.7	1
Easy - Teachers Better	0	2.7	1
Easy - No Reason Specified	9.1	13.5	8
No Information** (N)	7	2	9
Total (N)	40	39	79
*** (%)	100.0	99.9	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. Many of these students are in unique programs which by their nature would reduce academic adjustment after upgrading. (See text.)

**Not included in calculation of percentages.

***May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

6. SUMMER SCHOOL

The reader will recall that summer school was one of several ways in which students can upgrade. Other ways of upgrading include achieving very high marks in core subjects such as English and Math, taking a mix of courses at both levels prior to moving directly into a full General level program, and so on. And of course, many students simply decide against upgrading. However, summer school is the most often recommended means of upgrading.

6.1 Participation

As noted above, not all students would be expected to attend summer school and of those who went, some would not complete the courses or would fail them. Table 54 shows that of the 385 active students, less than a third attended summer school. Of the 125 students who went to summer school, only 83 (66.4%) completed it successfully.

The primary and in most cases, sole reason for these students attending summer school is to upgrade their programs of study. Table 55 shows how these students fared in terms of their level-to-level movement patterns. The probability of successfully upgrading from Basic to General level appears positively correlated with summer school participation. More than three-quarters of the students who successfully completed summer school upgraded their programs. Of those who went to summer school but did not successfully complete it, only 40.5%

made the move to General level programs. Finally, just 27.2% of the students who did not attend summer school managed to upgrade.

6.2 Characteristics

Students who upgraded were asked about the ways in which summer school was helpful to them. These comments are tabulated in Table 56. Almost half of the responses indicated that summer school constituted a good preview of General level work. Almost forty percent referred specifically to an improvement in either English or Math as one of the benefits to be derived from summer school.

When upgraded students were also asked how summer school could be improved, most referred to the pace of summer school. See Table 57. However, these students were split fairly equally between wanting the pace to be faster or slower. More than twenty percent of these students indicated a desire for smaller classes.

A third of the responses given to a query regarding students' reasons for not going to summer school, cited summer jobs. See Table 58. Given that many of these students come from families with relatively limited incomes (see section 3.5), the choices made between summer school and working are understandable. Table 58 also shows that seven students did not want to go to summer school and upgrade because they would have to leave their present schools. Five students had other vacation plans and six students were simply not interested in upgrading.

6.3 Summer School and Subsequent Academic Adjustments

An analysis was made of the relationship between summer school performance and post-upgrading academic adjustments made by students. Tables 59 and 60 show some differences, but not very strong ones, in reported difficulty of academic adjustment to a higher level of study between students who successfully completed summer school and those who did not.

6.4 Summary

Participation (6.1)

- Less than one-third of all active students attempted summer school.
- Of those who went to summer school, two-thirds completed it successfully.
- The successful completion of summer school is positively correlated with the likelihood of upgrading, although there were cases where students who did not complete it successfully also upgraded.

Characteristics (6.2)

- Summer school was felt to be a good preview of General level work by many students.
- Students also referred to improvements in English and Math as benefits to be derived from summer school.
- Most students referred to the pace of summer school as one area in which it could be improved. However, these students were divided fairly equally between those wanting a faster pace and those wanting a slower pace.
- Students also wanted smaller summer school classes.
- A number of students who did not go to summer school, did so because of summer jobs.

Subsequent Academic Adjustments (6.3)

- Students who successfully completed summer school did not, for the most part, report experiencing fewer difficult post-upgrading academic adjustments than those who did not attend summer school or those who attended but did not complete it successfully.

Table 54

Summer School Participation Rates for Active Students

Summer School Participation	N	%
Attended - Completed	83	21.6
Attended - Did Not Complete/Failed	42	10.9
Did Not Attend*	260	67.5
Total	385	100.0

*This includes Danforth Tech and Castle Frank students, most of whom would not have to attend summer school to upgrade their programs.

Table 55

Movement Pattern of Active Students by Participation in Summer School

	Movement	Attended Summer School: Completed	Attended Summer School: Did Not Complete	Did Not Attend	Total
	B-B	7.2	21.4	17.6	60
***	B-G	56.6	38.1	17.1	107
	B-G-B	1.2	9.5	2.3	11
	B-OS	0	0	0.8	2
	B/G-B	0	0	0.8	2
***	B/G-B-G	1.2	2.4	0.4	3
	B/G-B-G-B	0	0	0.4	1
***	B/G-G	2.4	2.4	5	16
	B-DO-B	0	0	1.9	5
	B-G-DO-B	0	2.4	0	1
	B-G-DO-G	2.4	0	0.4	3
	B-OS-DO-OS	0	0	0.4	1
	B/G-B-DO-B	0	0	0.4	1
***	B/G-B-G-DO-G	0	0	0.4	1
	B/G-DO-B	1.2	0	0.8	3
***	B/G-DO-G	0	2.4	0.4	2
	B-G-B-GRAD	0	2.4	1.2	4
	B-G-GRAD	16.9	2.4	5.8	30
	B-GRAD	3.6	7.1	7.4	25
	B-DO-B-GRAD	0	0	0.8	2
	B/G-DO-B-GRAD	0	0	0.4	1
	Danforth Tech				
	B-B	1.2	4.8	7.4	22
***	B-G	1.2	0	3.9	11
	B-OS	0	2.4	0.4	2
***	B/G-G	4.8	2.4	23.6	66
	B/G-OS	0	0	0.4	1
	No Information*	0	0	2	2
	Total** (N)	83	42	260	385
	(%)	99.9	100.1	100.4	

*Not included in calculation of percentages.
**May not equal 100% because of rounding.
***Students who upgraded.

Table 56

Summer School Help as Perceived by Active Upgraded Students

Perception	N	%
Good Preview of General Level	41	48.8
Improved Math	17	20.2
Improved English	14	16.7
Good Learning Situation	8	9.5
Other	4	4.8
No Information*	27	-
Total	111	100.0

*Not included in calculation of percentage

NOTE: Students were allowed to give up to two responses.

Table 57

Active Upgrading Students' Suggestions for Improving Summer School

Suggestions	N	%
Faster Pace	11	39.3
Slower Pace	9	32.1
Smaller Class	6	21.4
More Homework	1	3.6
Better Discipline	1	3.6
No Information*	36	-
Total	64	100.0

*Not included in calculation of percentage

NOTE: Students were allowed to give up to two responses.

Table 58

Reasons Given by Active Students in Basic Level Programs for Not Attending Summer School*

Reasons	N	%
Summer Job	12	33.3
Like Present School/Didn't Want to Change Schools	7	19.4
Not Interested	6	16.7
Vacation Plans	5	13.9
Summer School Too Hard/Might Fail	4	11.1
Other	2	5.5
No Information**	32	-
Total***	68	99.9

*Excluding students from Castle Frank, Danforth Tech and Eastdale. Most of these students are in unique programs which would reduce the need to upgrade via summer school.

**Not included in calculation of percentages.

***Does not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 59

Academic Adjustment of Students Who Upgraded Between Grades 9 and 10*

Academic Adjustment	Summer School**			Total (N)
	Completed	Did Not Complete	Did Not Attend	
Hard - More Homework	44.7%	50%	39.4%	36
Hard - Work More Difficult	23.7	16.7	36.4	23
Hard - Teachers Expect More	13.2	25	15.1	13
Easy - No Problems	18.4	8.3	9.1	11
No Information*** (N)	4	2	9	15
Total (N)	42	14	42	98
(%)	100.0	100.0	100.0	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. Most of these students are in unique programs which would reduce the need to upgrade via summer school.

**Only students who received passing grades in all their summer school subjects are defined as having "completed" summer school.

***Not included in calculation of percentages.

NOTE: Students were allowed to give up to two responses.

Table 60

Academic Adjustment of Students Who Upgraded Between Grades 10 and 11*

Academic Adjustment	Summer School**			Total (N)
	Completed	Did Not Complete	Did Not Attend	
Hard - More Homework	42.9%	41.7%	30%	26
Hard - Work More Difficult	31.4	33.3	25	20
Hard - Teachers Expect More	20	16.7	15	12
Easy - Less Homework	0	0	5	1
Easy - Teachers Better	0	8.3	0	1
Easy - No Problems	5.7	0	25	7
No Information*** (N)	4	1	4	9
Total (N)	39	13	24	76
(%)	100.0	100.0	100.0	

*Excluding students from Castle Frank, Danforth Tech and Eastdale. Most of these students are in unique programs which would reduce the need to upgrade via summer school.

**Only students who received passing grades in all their summer school subjects are defined as having "completed" summer school.

***Not included in calculation of percentages.

NOTE: Students were allowed to give up to two responses.

7. STUDENT ASPIRATIONS

Students were asked what they thought they would be doing one year and three years from the time of the interviews. An attempt is made to determine if their aspirations are realistic in terms of their academic histories.

7.1 Level Differences

Students were asked what they thought they would be doing one year and three years from the time of the interview. The results are given in Tables 61 and 62. Of the active students (other than Danforth Tech), there are prominent differences between the one-year aspirations of students in Basic and General level programs. See Table 61. Clearly, many more students in the Basic level programs are employment oriented than their counterparts in General level programs; 23.8% and 3.9% for the two groups, respectively. Also, more students (70.4%) in General level programs anticipated staying in the same level but moving up in grade than students in Basic level programs (46.5%). Very few of these students expected to drop out within the year.

Significantly, more (28.6%) students in Danforth Tech's Basic level program planned to upgrade than those (8.9%) Basic level programs elsewhere. The reasons for Danforth Tech students' intention to upgrade might be several. The fact that they are attending a school which offers essentially both General and Advanced level programs might provide them with a visible

goal and role models. Similarly, the selection process inherently recognizes higher motivation in students. Also, there would be a smoother transition for upgrading for Danforth Tech students than students elsewhere who would be required to change schools, leave old friends, make new friends, etc. It is interesting to note that almost all the Danforth Tech students taking General level courses did not intend to upgrade to Advanced level programs.

Of the drop outs, 64.1% of the students who left Basic level programs and 87.5% of those who left General level programs expected to return to school the next year. This includes 21.4% and 25.0% of the two groups who intend to be attending a college or university in the next year. Such aspirations would appear to be unrealistic especially for the students who dropped out of Basic level programs. Normally, these students would have to return to school, upgrade to General level programs and then apply for admission to college. (Students with demonstrated ability can be admitted to colleges and universities as mature students).

Table 62 lists the three-year aspirations for the same groups of students. More (59.1%) active students in Basic level programs expected to graduate and find employment than their General level counterparts (33.3%). However, proportionately more students in General level programs expected to be in college or university; 36.3% and 18.3%, respectively. Few active students expected to drop out of school regardless of what level courses they were taking. A similar pattern emerges for the two groups of Danforth Tech students; 34.8% of the General level

program's students expected to be attending college or university compared to 12.5% of those taking Basic level programs. Similarly, the Danforth Tech students taking Basic level courses were more employment oriented than those in General level programs.

Of the drop outs who left Basic level programs, 13.3% believed that they would be in college or university three years from the time they were interviewed. This is a relatively high aspiration considering that these students would have to return to secondary school, upgrade to General level programs and continue through to graduation. Almost equal proportions of students from Basic and General level programs expected to return to school, graduate and find employment; 46.7% and 50.0%. Of those who did not intend to return to school, 26.7% of the students who left Basic level programs believed they would be employed. This figure increases to 37.5% for those who dropped out of General level programs.

7.2 Relationship to Socio-Demographic Characteristics

The data on students' aspirations were further broken down by place of birth and first language spoken. Tables 63 and 64 display the one-year and three-year expectations of students taking Basic level programs. Tables 65 and 66 present the data for students studying at the General level.

Table 63 shows that with one exception, all the students in Basic level programs intend to spend the next year productively, working or attending school. However, despite some rather small

Ns it is possible to detect differences related to place of birth and language(s) first spoken. For example, students who were not born in Canada are more likely to aspire to college or university, than those who were born in Canada. On the other hand, Canadian-born students appear to be more employment oriented. A large number of these students said they did not expect to upgrade to General level programs in the next year.

The three-year aspirations of these students reveal a somewhat similar pattern. See Table 64. Proportionately, more responses mentioning college or university as a goal came from students who were not born in Canada, particularly those who learned to speak English and/or French as a first language. Again, the native-born students appear to be more employment oriented.

Table 65 which presents the one-year aspirations of students in General level programs shows that most of these students do not expect to make any level changes in the next year, although a few students said they intended to move on to Advanced level programs. Only one student expected to drop out of school. College and university were mentioned more often by students who were not born in Canada but who learned English and/or French as a first language. Generally, however, place of birth and first language(s) spoken do not make a significant difference in the one-year aspirations of students in General level programs.

The three-year aspirations of these students are displayed in Table 66. Clearly, college or university is a long-term aspiration of many students in general level programs, particularly those who were not born in Canada. This expectation

is consistent with the admission requirements for most colleges. Native-born students are slightly more employment oriented. Few students expected to drop out or be unemployed.

Sex differences appear to be related to a modest degree to student aspiration. (See Tables 67 to 70.) For example, among active male students taking Basic level programs, short-term goals (Table 67) which were mentioned frequently include passing the year with no change in level (49.2%) and passing the year and upgrading to a General level program (14.3%). These proportions are different for females' responses. More than 60% of the responses referred to the immediate goal of passing the year with no level changes. Also, only 6.8% of the females' responses cited passing the year and upgrading to the General level as a one-year goal. Fairly equal propcrtions of male and female students intended to go on to college or university in the next year. Similarly, there was virtually no difference between the proportions or males and females who felt they would graduate and find employment in the next year.

There are too few female drop outs for whom data were available. Thirty-eight and a half percent of the males' responses indicated that they did not intend to return to school within the year, prefering to work instead. Almost half (46.2%) of the males' responses indicated a desire to return to secondary school. Of these, 23.1% said the return to school would be to the same level and grade from which they had dropped out.

These students' three-year aspirations are presented in Table 68. By wide margins over other possible goals, the responses from the male and female students indicate that both

groups expect to graduate from secondary school and find employment within the next three years; the males are somewhat more oriented in this direction than females. Furthermore, within the same time frame, 14.1% of the males' responses and 21.7% of the females' responses indicated an intention to go on to college or university. It is not known if these students realized that typically graduation from a General level program is a prerequisite for college, and for university, the admission requirement is a fairly high final standing in an Advanced level program. Only two (4.3% or the female) students' responses specifically mentioned dropping out of school to seek employment, although a few students from both groups expressed some uncertainty over their aspirations for the next three years.

There are too few female drop outs about which inferences can be made. However, among the responses received from the male drop outs, equal numbers (35.7%) said they either expected to return to school, graduate and find employment or remain out of school and find employment. Only one (7.1%) male drop out intended to go on to college. Clearly, the drop outs are employment oriented.

Among active students who were in General level programs at the time of the interviews, most expected to make a smooth transition to the next grade with no change in level. See Table 69. Several students intended to try to upgrade to Advanced level programs within the next year. A number of female students expressed the desire to go on to college or university within the year. Virtually no active students expected to drop out of school.

With regard to students who dropped out of General level programs, it is interesting to note that only two were female. Also, almost all the males intend to return to school within the next year.

Table 70 shows that sex-related differences in three-year aspirations are small among active students in General level programs. Both males' and females' responses indicate that most students expect to either graduate and find employment or go to college or university within three years. For these students, gaining admission to a college would not represent a major deviation from their current situations in General level secondary school programs.

There are insufficient data available on the drop outs to permit a detailed analysis to be made with any confidence.

7.3 Summary

Level Differences (7.1)

- In the short term (1 year), students in Basic level programs are more employment oriented than their General level counterparts.
- Very few students expected to drop out of school within the year.
- In the short term (1 year), proportionately more students in Danforth Tech's Basic level program planned to upgrade than those in Basic level programs elsewhere.
- In the short term (1 year), those in Danforth Tech's Basic level program were much less employment oriented than their counterparts in Basic level programs elsewhere.
- Approximately, two-thirds of all the drop outs intended to return to school within the year.
- In the longer term (3 years), proportionately more students in General level programs expected to be attending college or university than students in Basic level programs.

- In the longer term (3 years), students in Basic level programs were more employment oriented than their counterparts in General level programs.

Aspirations and Socio-Demographic Characteristics (7.2)

- Of the students in Basic level programs, in the short term (1 year), those who were born in Canada are more employment oriented than those born elsewhere.

- Of the students in Basic level programs, in the short term (1 year), those who were not born in Canada are more post-secondary school oriented than those born in Canada.

- In the short term (1 year), place of birth and first language(s) spoken do not seem to be related to the aspirations of students in General level programs.

- In the longer term (3 years), college or unversity is a goal for many students in General level programs, especially those who were not born in Canada.

- In the short term (1 year), female students in Basic level programs were more likely than males to expect to advance one grade but not upgrade.

- In the short term (1 year), male students in General level programs were more likely than females to expect to advance one grade but not upgrade.

- In the short term (1 year), more female than male students in General level programs expected to go on to college or university.

- In the longer term (3 years), both males and females in Basic level programs expected to graduate and find employment with males being somewhat more inclined in this direction.

- In the longer term (3 years), more female than male students in both Basic level and General level programs intended to go on to college of university.

Table 61

Comparison of Students' Aspirations for One Year
from Time of Interview

Aspirations	Students in Basic Level Programs					Students in General Level Programs				
	Active Students	Danforth Tech	Dropouts	Total N	Total %	Active Students	Danforth Tech	Dropouts	Total N	Total %
College/University	13.9%	0%	21.4%	17	12.5	11.2%	0%	25.0%	19	8.3
Graduated/Employed	23.8	0	0	24	17.7	3.9	0	0	6	2.6
Next Level/Next Grade	8.9	28.6	0	15	11.0	6.6	2.9	0	12	5.2
Next Level/Same Grade	0	0	7.1	1	0.7	1.3	0	0	2	0.9
Same Level/Next Grade	46.5	66.7	0	61	44.9	70.4	95.7	12.5	174	76.0
Same Level/Same Grade	3.0	0	21.4	6	4.4	5.3	0	37.5	11	4.8
Lower Level/Next Grade	1.0	0	7.1	2	1.5	0	0	0	0	0
In School (Not Spec.)	2.0	4.8	7.1	4	2.9	0	0	12.5	1	0.4
Dropout/Employed	1.0	0	35.7	6	4.4	0.7	1.4	12.5	3	1.3
Dropout/Unemployed	0	0	0	0	0	0.7	0	0	1	0.4
No Information * (N)	19	1	25	45	-	24	0	26	50	-
Total (N)	120	22	39	181	-	176	69	34	279	99.9
** (%)	100.1	100.1	99.8	-	100.0	100.1	100.0	100.0	-	99.9

* Not included in calculation of percentages.

** May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 62

Comparison of Students' Aspirations for Three Years From Time of Interview

Aspirations	Students in Basic Level Programs					Students in General Level Programs				
	Active Students	Danforth Tech	Dropouts	Total N	Total %	Active Students	Danforth Tech	Dropouts	Total N	Total %
College/University	18.3%	12.5%	13.3%	22	16.7	36.3%	34.8%	12.5%	86	35.1
Graduated/Employed	59.1	75.0	46.7	80	60.6	33.3	58.0	50.0	100	40.8
Graduated/Unemployed	11.8	0	6.7	12	9.1	6.5	1.4	0	12	4.9
Secondary School	1.1	4.2	0	2	1.6	1.2	0	0	2	0.8
Dropout/Employed	3.2	0	26.7	7	5.3	7.7	0	37.5	16	6.5
Married/Children	0	0	0	0	0	3.0	0	0	5	2.0
Uncertain	6.5	8.3	6.7	9	6.8	11.9	5.8	0	24	9.8
No Information *	18	6	20	44	-	24	5	26	55	-
Total (N)	111	30	35	176	-	192	74	35	300	-
** (%)	100.0	100.0	100.1	-	100.1	99.9	100.0	100.0	-	99.9

* Not included in calculation of percentages.

** May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 63

One-Year Aspirations of Active Students in Basic Level Programs by Place of Birth and First Language Spoken

Aspirations	Born in Canada Eng./Fr. First Lang.	Born in Canada Eng./Fr. NOT First Lang.	NOT Born in Canada Eng./Fr. First Lang.	NOT Born in Canada Eng./Fr. NOT First Lang.
College/University	7.9%	9.5%	16.7%	17.6%
Graduated/Employed	22.2	23.8	16.7	5.9
Next Level/Next Grade	11.1	14.3	0	11.8
Same Level/Next Grade	57.1	42.9	50	58.8
Same Level/Same Grade	0	4.8	0	5.9
School Not Specified	0	0	16.7	0
Dropout/Employed	1.6	0	0	0
No Information* (N)	3	0	3	4
Total (N)	66	21	9	21
** (%)	99.9	100.1	100.1	100.0

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 64

Three-Year Aspirations of Active Students in Basic Level Programs by Place of Birth and First Language Spoken

Aspirations	Born in Canada Eng./Fr. First Lang.	Born in Canada Eng./Fr. NOT First Lang.	NOT Born in Canada Eng./Fr. First Lang.	NOT Born in Canada Eng./Fr. NOT First Lang.
College/University	12.9%	18.2%	42.9%	22.2%
Graduated/Employed	66.2	63.6	42.9	44.4
Graduated/Unemployed	9.7	9.1	0	16.7
Dropout/Employed	0	0	14.3	5.6
Married/Children	1.6	0	0	0
Uncertain	9.7	9.1	0	11.1
No Information* (N)	4	0	3	4
Total (N)	66	22	10	22
** (%)	100.1	100.0	100.1	100.0

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 65

One-Year Aspirations of Active Students in General Level Programs by Place of Birth and First Language Spoken

Aspirations	Born in Canada Eng./Fr. First Lang.	Born in Canada Eng./Fr. NOT First Lang.	NOT Born in Canada Eng./Fr. First Lang.	NOT Born in Canada Eng./Fr. NOT First Lang.
College/University	2.6%	9.5%	13.5%	4.9%
Graduated/Employed	2.6	0	2.7	4.9
Next Level/Next Grade	6.4	4.8	8.1	9.8
Next Level/Same Grade	0	2.4	0	1.6
Same Level/Next Grade	84.6	76.2	73	70.5
Same Level/Same Grade	2.6	4.8	2.7	6.6
Lower Level/Next Grade	0	0	0	1.6
School Not Specified	0	2.4	0	0
Dropout/Employed	1.3	0	0	0
No Information* (N)	6	2	6	7
Total (N)	84	44	43	68
** (%)	100.1	100.1	100.0	99.9

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 66

Three-Year Aspirations of Active Students in General Level Programs by Place of Birth and First Language Spoken

Aspirations	Born in Canada Eng./Fr. First Lang.	Born in Canada Eng./Fr. NOT First Lang.	NOT Born in Canada Eng./Fr. First Lang.	NOT Born in Canada Eng./Fr. NOT First Lang.
College/University	28.8%	31.8%	47.2%	44.4%
Graduated/Employed	48.8	40.9	30.6	38.1
Graduated/Unemployed	5	2.3	8.3	6.3
Secondary School	0	2.3	0	3.2
Dropout/Employed	6.3	0	11.1	4.8
Married/Children	2.5	4.5	0	0
Uncertain	8.8	18.2	2.8	3.2
No Information* (N)	7	1	7	7
Total (N)	87	45	43	70
** (%)	100.2	100.0	100.0	100.0

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 67

Students in Basic Level Programs, Aspirations for One Year from Time of Interview by Sex

Aspirations	Active Students		Dropouts		Total	
	M	F	M	F	M	F
College/University	11.1%	9.1%	7.7%	100.0%	10.5%	14.9%
Graduated/Employed	19	20.4	0	0	15.8	19.1
Next Level/Next Grade	14.3	6.8	0	0	11.8	6.4
Next Level/Same Grade	0	0	7.7	0	1.3	0
Same Level/Next Grade	49.2	61.4	0	0	40.8	57.4
Same Level/Same Grade	1.6	2.3	23.1	0	5.3	2.1
Lower Level/Next Grade	0	0	7.7	0	1.3	0
In School (Not Spec.)	3.2	0	7.7	0	3.9	0
Dropout/Employed	1.6	0	38.5	0	7.9	0
Dropout/Unemployed	0	0	7.7	0	1.3	0
No Information* (N)	6	6	13	8	19	14
Total (N)	69	50	26	11	95	61
** (%)	100.0	100.0	100.1	100.0	99.9	99.9

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 68

Students in Basic Level Programs, Aspirations for Three Years from Time of Interview by Sex

Aspirations	Active Students		Dropouts		Total	
	M	F	M	F	M	F
College/University	14.1%	21.7%	7.1%	0%	12.8%	20.%
Graduated/Employed	65.6	54.3	35.7	75	60.3	56
Graduated/Unemployed	7.8	13	0	25	6.4	14
Secondary School	0	0	7.1	0	1.3	0
Dropout/Employed	0	4.3	35.7	0	6.4	4
Married/Children	0	2.2	0	0	0	2
Uncertain	12.5	4.3	14.3	0	12.8	4
No Information* (N)	6	7	13	7	19	14
Total (N)	70	53	27	11	97	64
** (%)	100.0	99.8	99.9	100.0	100.0	100.0

*Not included in calculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 69

Students in General Level Programs, Aspirations for One Year from Time of Interview by Sex

Aspirations	Active Students		Dropouts		Total	
	M	F	M	F	M	F
College/University	2.5%	16.7%	25%	0%	3.6%	16.7%
Graduated/Employed	2.5	3.3	0	0	2.4	3.3
Next Level/Next Grade	7	8.3	0	0	6.6	8.3
Next Level/Same Grade	1.3	0	0	0	1.2	0
Same Level/Next Grade	82.3	63.3	12.5	0	78.9	63.3
Same Level/Same Grade	3.2	6.7	37.5	0	4.8	6.7
Lower Level/Next Grade	0.6	0	0	0	0.6	0
In School (Not Spec.)	0	1.7	12.5	0	0.6	1.7
Dropout/Employed	0.6	0	12.5	0	1.2	0
No Information* (N)	17	5	24	2	41	7
Total (N)	175	65	32	2	207	67
** (%)	100.0	100.0	100.0	-	99.9	100.0

*Not included in caluculation of percentages.

**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

Table 70

Students in General Level Programs, Aspirations for Three Years from Time of Interview by Sex

Aspirations	Active Students		Dropouts		Total	
	M	F	M	F	M	F
College/University	37.3	35.5	12.5	0	36.1	35.5
Graduated/Employed	42.2	38.7	50	0	42.6	38.7
Graduated/Unemployed	5.9	4.8	0	0	5.3	4.8
Secondary School	0.6	3.2	0	0	0.6	3.2
Dropout/Employed	5	6.4	37.5	0	6.5	6.4
Married/Children	1.2	3.2	0	0	1.2	3.2
Uncertain	8.1	8.1	0	0	7.7	8.1
No Information*	17	6	24	2	41	8
Total** (N)	178	68	32	2	210	70
(%)	100.3	99.9	100.0	-	100.0	99.9

*Not included in calculation of percentages.
**May not equal 100% because of rounding.

NOTE: Students were allowed to give up to two responses.

8. CONCLUSIONS

This detailed and comprehensive investigation of upgrading and the ways in which it is undertaken was intended to accomplish several things. Firstly, it verifies the findings of the preliminary report on upgrading. Secondly, it provides sufficient information to examine the upgrading process from several perspectives. Thirdly, it enables the reader to consider the different ways of upgrading in terms of outcomes.

While the Section Summaries will not be recapitulated here, it is worthwhile to itemize the main findings of the study (keyed to the Sections of the report). They are:

Socio-demographic Characteristics

- 62.0% of all students were born in Canada;
- almost 60% of all students learned English only as a first language;
- over one-quarter of all students learned a language other than English or French as a first language;
- the majority of these students are male;
- less than two-thirds of these students live with both parents;
- students from single-parent families are more likely to drop out;
- most families fall into one of the lower socioeconomic categories.

Academic History

(Castle Frank, Danforth Tech and Eastdale only)

- students generally perceived lack of secondary school choice after grade 8;

- external opinions (e.g. from parents) were not part of decisions of grade 8 students' choice of secondary school;

- almost all students were satisfied with school;

(excluding Castle Frank, Danforth Tech and Eastdale)

- students consulted guidance counsellors and teachers most often regarding upgrading;

- summer school was usually recommended for upgrading.

Current Academic Performance

- over half of all students upgraded (excluding dropouts but including Castle Frank, Danforth Tech and Eastdale);

- almost 20% of dropouts had left school at least once before;

- students from two-parent families are the most likely to upgrade;

- proportionately more females than males upgrade;

- upgraded students found school to be challenging and interesting but more difficult;

- students who change schools less often are more likely to graduate and less likely to drop out;

- most upgraded students moved to a technical or commercial school;

- upgrading often results in lower marks and reduced enrollment in Math and English;

- many students are not able to complete credits at the expected rate of 7-8 a year;

- almost all dropouts left before completing two years of credits;

- upgraded students had to make few social adjustments;

- upgraded students had to make academic adjustments including more homework and harder work;

Summer School

- less than one-third of all students attempted summer school;
- of those who went to summer school, two-thirds completed it;
- completion of summer school is correlated to the likelihood of upgrading;
- students felt that summer school was a good preview of General level work;
- students wanted smaller classes.

Student Aspirations in the Short Term (1 year)

- students in Basic level programs are more employment oriented than students in General programs;
- proportionately more students in Danforth Tech's Basic level program than those in Basic level programs elsewhere intended to upgrade;
- two-thirds of the dropouts intended to return to school;
- place of birth and first language are not related to the short term aspirations of students in General level programs.

Student Aspirations in the Longer Term (3 years)

- students in General level programs are more college oriented than those in Basic level programs;
- both sexes in Basic level programs expected to graduate and find employment.

Clearly, the students who were identified as potential candidates for upgrading came from a wide range of backgrounds. One characteristic these students had in common was that someone felt they had the ability to do General level work. For the school system's part, it has established a number of upgrading alternatives to meet the diverse needs of these students. If

there are potentially troublesome areas in the upgrading process, they may be in identifying and matching students with the appropriate upgrading options and providing adequate support to students who are at risk. Inappropriate matches between students and upgrading methods can be as much a disservice to students as not making General level programs available to them at all. Similarly, weaker students, less motivated students and late blooming students require support and encouragement to stay in school and realize their maximum potential.

The Toronto Board of Education and its secondary schools have been flexible in responding to the needs of students in Basic level programs who want to upgrade their programs to the General level. Neither the levels nor the upgrading process are rigid ungiving structures. On the contrary, it has been demonstrated that the barrier between the levels is permeable, and there is fluidity of movement from one level to the next.

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APPENDIX A

Reprinted from:

THE UPGRADING OF STUDENTS FROM
BASIC LEVEL TO GENERAL LEVEL PROGRAMS:
A PRELIMINARY REPORT

Research Report #170

May 1983

G. K. Tsuji
E. N. Wright

FINDINGS

Upgrading Strategies

In Toronto, there are nine "sending" schools directly involved in the upgrading process, i.e. schools with Modified (level 2) and Basic (level 3) programs. All schools offering General level programs are potential "receiving" schools, i.e. collegiates, commercial and technical schools. However, because the majority of the students that are upgraded are shop and/or business course oriented, they tend to move on to the General level programs offered at the technical and commercial secondary schools. The sending schools can be placed into two categories:

(1) Those which are essentially Modified and Basic level schools; their upgrading candidates are usually asked to attend summer school before moving to General level programs. (Bickford Park, Brockton, Heydon Park, Lakeview, Parkview and West Park) (for transferees).

(2) Those which offer their students the opportunity to upgrade during the school year and which possibly may ask them to attend summer school before moving to General level programs:

   (i) Castle Frank, which provides primarily Modified and Basic level programs offers the General or Four Level Advanced Program (FLAP) (for transferees).

   (ii) Eastdale offers a "Booster Nine" program in a collegiate setting (for promotees and thus, technically not upgrading).

   (iii) Danforth Tech offers a General level program with either English or mathematics at the Basic level (for promotees and thus, technically not upgrading).

(iv) Brockton provides a Grade 10 program with some General (level 4) programs from which students can go to a General level Grade 11 program at another school either with or without attending summer school.

Because the program at Danforth Tech in 1981-1982 was essentially a General level program, it was not appropriate to include it in this report. In 1982-1983, Danforth Tech was to admit transfer students from Grade 8 into a split Basic/General level Grade 9 program. These students will be included in subsequent reports.

Interviews with principals, vice-principals and/or guidance counsellors of the Basic level schools, made it apparent that there was no single upgrading model operating in the Toronto school system. There are a number of program and process variations on the upgrading theme. Six primary paths along which a student could move from the Basic level to the General level were identified. They are itemized below and flow charted in Figure 1.

(1) Students in Basic level programs who are identified early in Grade 9 as being in an inappropriate program may be moved directly to a General level program.

(2) Students in a Basic level program may be placed in an "enriched" Basic level program during the school year and write General level exams at the end of the school year.

(3) Students in a Basic level Grade 9 program may go to summer school for upgrading and move on to General level Grade 9 or 10.

(4) Students in a Basic Level Grade 10 program may go to summer school for upgrading and move on to General level Grade 10 or 11.

(5) Students in a Basic level Grade 9 program may go to General level Grade 9 or 10 without a summer school upgrading course.

(6) Students in a Basic level Grade 10 program may go to General level Grade 10 or 11 without a summer school upgrading course.

The utilization of any of these paths often depends on informal arrangements between schools.

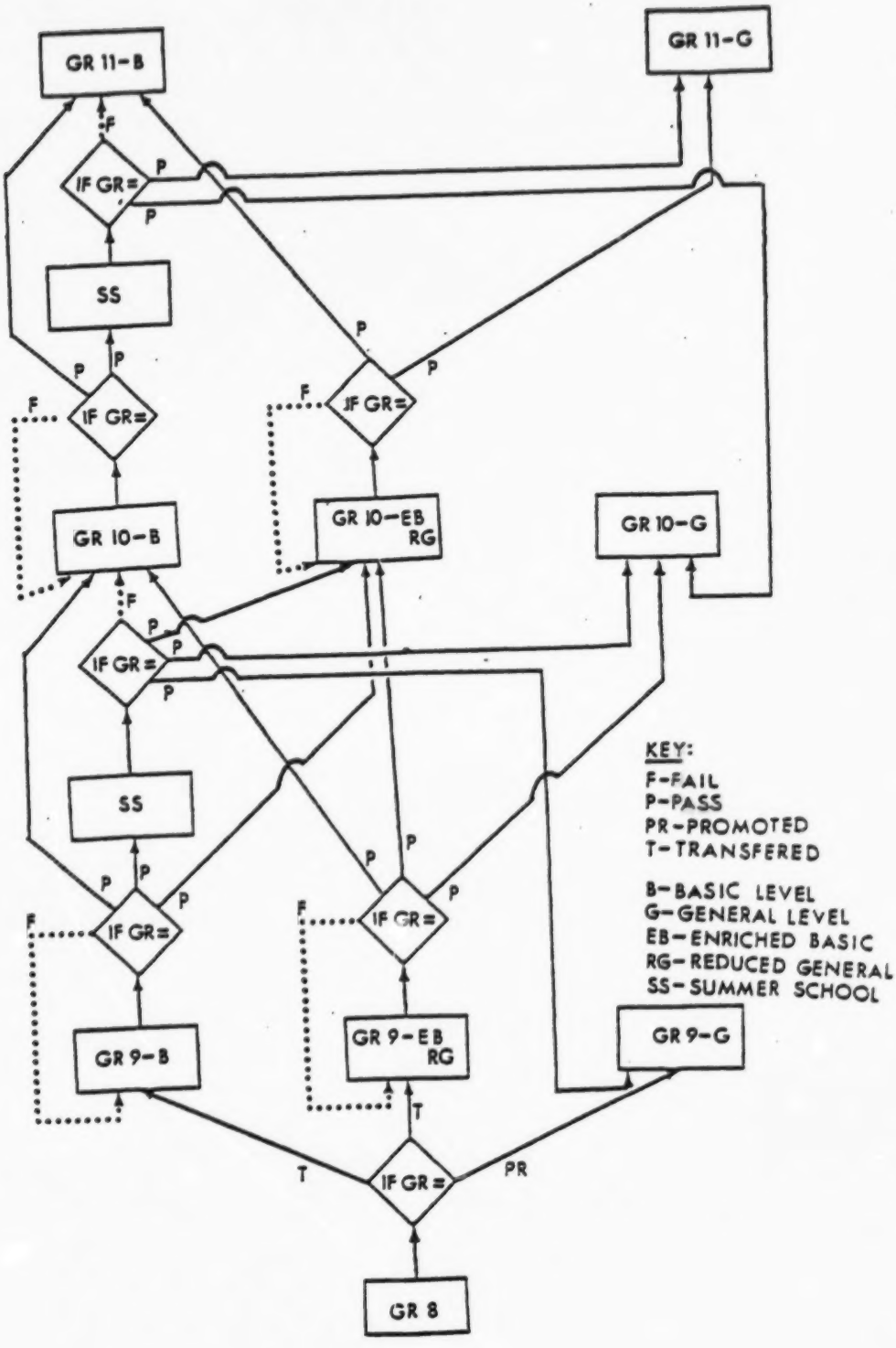

Figure 1

Primary Upgrading Paths - Basic to General Levels